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ABSTRACT

The Corpsmember Training Institute (CMTI) is a three-week living and learning experience for all new Teacher Corps Interns and Team Leaders. The first CMTI planning process is documented in this report. The first chapter serves as an overview of the planning process. It provides a brief description of the sequence of planning events, and discusses the concerns and issues which were at the heart of the CMTI planning effort. The second chapter describes the initial steps in planning the CMTI. Chapters Three and Four, respectively, describe the intermediate and the final planning stages. Chapter Five reports on the final Institute Review and Advisory Panel meeting, and Chapter Six provides a conclusion and recommendations for the planning of future institutes. (Author/JD)

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TEACHER CORPS

The Planning of The Corps Member Training Institute 1976

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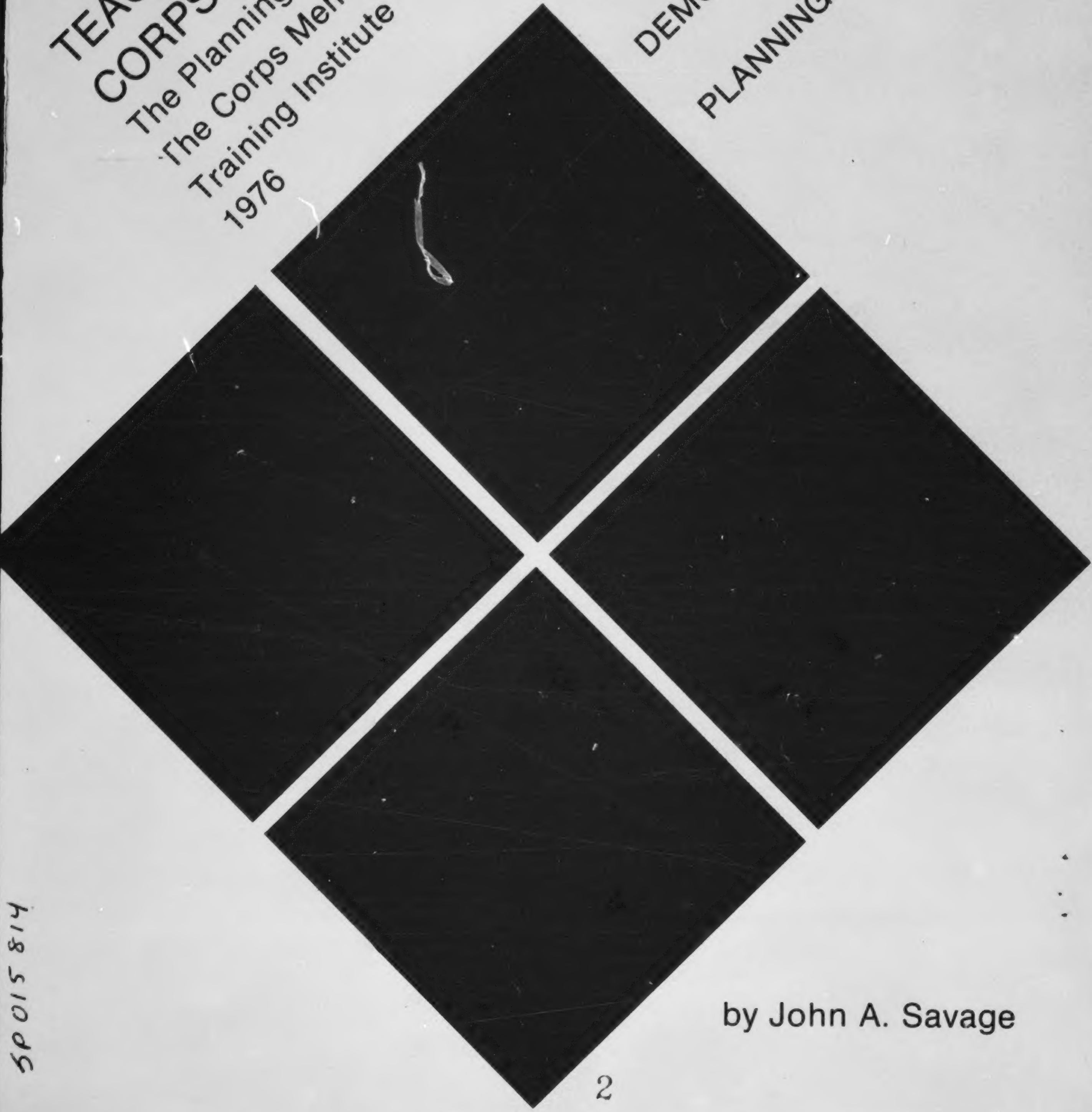

by John A. Savage

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THE DOCUMENTATION AND DEMONSTRATION OF THE PLANNING PROCESS: A REPORT ON THE PLANNING OF THE TEACHER CORPS CORPSMEMBER TRAINING INSTITUTE

by

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PREFACE

Introduction

This report is one of several documents which have been prepared for the Teacher Corps under the leadership of Floyd T. Waterman. As the Director of a contract with the Teacher Corps, Waterman was responsible for the planning and implementation of the Teacher Corps National Developmental Conference and its Corpsmember Training Institute (CMTI), as well as many follow-up activities for those two developmental efforts. Waterman is also the Director of the Center for Urban Education at the University of Nebraska at Omaha, which was the contracting institution for those activities. In addition to this report, several other documents have grown out of the CMTI-National Conference contract:

- A report on the planning of the National Developmental Conference, entitled "The Documentation and Demonstration of the Planning Process: A Report on the Planning of the Teacher Corps National Developmental Conference."
- A report, in text and photos, on the National Developmental Conference itself.
- A report in two volumes which offers a critique of the National Developmental Conference.
- A Data Collection Team report on the Corpsmember Training Institute.
- A Data Collection Team report on the CMTI follow-up study.

- A 16mm documentary film of the National Developmental Conference.
- A 16mm documentary film of the Corpsmember Training Institute.
- A Final Report on the National Developmental Conference-CMTI project.

As a teacher training program with local projects throughout the continental United States and in several territories, the Teacher Corps has in the past concentrated its efforts on offering pre-service training to Interns. The current focus of the program is toward mounting demonstration programs which integrate pre-service and in-service teacher training. With legislative changes and a re-focusing of the Teacher Corps mandate, it has become important to document (and subsequently to demonstrate) programmatic processes, practices, and products. The documents described above are one example of such a documentation effort.

The Corpsmember Training Institute is a three-week living and learning experience for all new Teacher Corps Interns and Team Leaders -- generally Interns' first Teacher Corps experience. That institute, held in Tallahassee, Florida, at Florida State University in 1976, involved 240 Interns, 60 Team Leaders, and numerous staff members. The CMTI entailed an extensive planning process, which is documented in this report.

The Documentation of Planning

Documentation of the planning process was intended to serve several purposes. First, it was to be a record of the planning process: to tell what happened, when it happened, why it happened, and who made it happen. Second, as such a record, the documentation was to provide information to audiences which are concerned with the accountability of the Teacher Corps planning process: it was to document the process of initiating, receiving, and using field input for planning. Third, the documentation report was to serve as a model for other documentation and demonstration efforts, primarily within the Teacher Corps.

Additionally, the procedures and events described in the planning report were expected to serve as a model of a planning process itself, particularly as that process involved the participation of a wide variety of individuals and constituencies. Thus, the process of documentation was useful to on-going planning as well as a tool for future planning.

The Process of Documentation

In conjunction with its Documentor, the CMTI planning team agreed that the CMTI planning report would incorporate both actual planning occurrences and more subjective perceptions of the process. The group further agreed that the Documentor would make audio tape recordings of all planning meetings which he attended and keep notes on group processes, products, and interactions. On the basis of those tapes and notes -- as well as the experience of having been an observer at the meetings -- the Documentor would write a series of reports on planning meetings and events. These would subsequently be incorporated into a single final report on the planning process. In order to maintain the integrity (in tone, tenor, and substance) of the planning process, the report would, whenever possible, use the actual language of the planning participants; only rarely, however, would reports actually quote statements or comments of participants. As process and substantive documents, then, the planning reports would attempt to faithfully and accurately report on the planning and implementation process. Likewise, they would be intended to serve as both a resource and a model for other similar efforts.

The Documentor for Planning

It was determined that the Documentor for Planning must be a person who was both a communicator and an educator, and who was familiar with the Teacher Corps. The Documentor chosen met those criteria, since he had been involved with the Teacher Corps since its sixth cycle as both a staff member and a consultant. The planning team -- including the Documentor -- held initial talks late in April. They agreed that the process of documenting CMTI planning was important, and that the Documentor would be most effective if he were considered part of the planning team. Most important, however, they agreed that the purposes of the documentation would best be served if the Documentor worked independently from the planning team in preparing his reports; that is, he would report what *he* saw and heard, rather than what the team told him to report.

Report Organization

Chapter One of this report serves as an overview of the planning process. It provides brief descriptions of the sequence of planning events and decisions, and raises the concerns and issues which were at the heart of the CMTI planning effort. Chapter Two describes the initial steps in planning, while Chapters Three and Four, respectively, describe the intermediate and final planning steps. Chapter Five is a report on the final Institute Review and Advisory Panel meeting, which was held in late September, a month after the conclusion of the CMTI. Finally, Chapter Six provides conclusions and recommendations for the planning of future institutes.

ACKNOWLEDGEMENTS

First things first: I would like to thank William L. Smith, the Director of Teacher Corps, for being the sort of leader he is, for having the foresight to recognize, support, and reinforce the importance of documentation and demonstration. As an educator myself, I would also like to thank him for his various and significant contributions to our field. Second, the Chief of the Teacher Corps Program Development Branch, James Steffensen has lent this project much support and encouragement -- and asked many provocative questions. Beryl Nelson, the Project Monitor, has offered roughly equal measures of support, succorance, and sufferance; all three have been welcome, timely, and instrumental to the project's completion.

Floyd Waterman, the Project Director, was always there when I needed him. His enthusiasm, thoroughness, and attention to both substance and detail made him an encouraging example to me -- and to others whose responsibility it was to make the project work. Finally, Paul Collins, the CMTI Facilitator, has been a colleague, editor, and mentor of the first order. I thank him especially.

John A. Savage
New York City
March 28, 1977

CHAPTER ONE

THE PLANNING PROCESS

BACKGROUND

The Director's Perspective

There is a strong rationale for a Corpsmember Training Institute. First, the study of the Teacher Corps by Corwin pointed out that Interns do not understand the nature of organizations, much less schools as organizations. Furthermore, Interns were too often perceived as change agents -- whether by themselves, or by the schools in which they were working. That was not conducive to achieving our goals, since our mandate is to train effective teachers. It is now clear that Interns must understand the organizations in which they will be working if they are to be effective teachers. The CMTI is thus intended to provide an initial understanding of organizations.

Second, the Marsh study of Teacher Corps Cycle VI projects found that, once in their projects, Interns had very little time to analyze and reflect on the teaching styles they were observing and using. The CMTI attempts to provide an initial experience in which Interns have the opportunity to observe and analyze -- and to begin to experiment with -- various teaching styles. Thus, we hope to prepare Interns with detached conceptual frameworks which can be applied to their experiences in schools as organizations and classrooms as learning environments.

Third, the CMTI was developed as a means of addressing one of the basic tenents of the Teacher Corps: the need for well-trained teachers in a culturally pluralistic society. Our major clientele is children -- children who are poor, who are members of minority ethnic groups, who are underserved, and who are unserved. In order to serve those children, our Interns must be comfortable, knowledgeable, and effective in a culturally pluralistic setting. The CMTI aims toward that goal in two ways; first, it affords Interns with a positive living and learning community in which they can interact as peers with people from many different ethnic and cultural groups. Second, it provides a substantive curriculum in multi-cultural education. Interns thus develop new awareness which they can carry with them in their personal and professional lives.

The CMTI was developed, then, out of the need for initial conceptual frameworks in organizational perspectives, teaching and learning styles, and multi-cultural education. The first CMTI was provided for all Cycle X Team Leaders and Interns last year. It was a good institute. This year we will have a better CMTI.*

--William L. Smith
Director, Teacher Corps

CMTI-75: An Exploration

The first CMTI was the first time all new Interns and Team Leaders were drawn from their projects to one central training site. CMTI-75 was held in Richmond, Virginia, over a four-week period, and was divided into two separate consecutive two-week strands: organizational perspectives and teaching-learning strategies. That first year, Interns and Team Leaders worked together for one week, but the two groups had separate learning experiences and goals during the final three weeks. Multi-culturalism was intrinsic to the Teacher Corps' goals and population at the first CMTI, but was not a curricular strand as were organizational perspectives and teaching-learning.

CMTI-76: Experience Leads to Refinement

The first institute was a success, and planning for the summer of 1976 began shortly after CMTI-75. Teacher Corps decided that the second institute would resemble its predecessor; it would, however, also reflect the experience of the first year, and would be different in many respects. First, CMTI-76 would be shorter: the institute was reduced to three weeks. Despite its shorter length, however, the CMTI added a new strand, multicultural perspectives, while the strands on organizational perspectives and teaching-learning were retained. CMTI-76 would also pay direct attention to the school community as it impacts on and is impacted upon by the three curricular strands.

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*Editorial license has been taken in recording and transcribing these informal remarks. Any editorial changes are not substantive, and have been made for the sole purpose of maintaining text continuity.

There were changes, too, in Interns' and Team Leaders' co-learning. In 1976, the two groups would pursue identical learning strategies, and the more experienced Team Leaders would play a dual role as both learners and resource people. They would also possibly serve as models in the educational environment, demonstrating teaching-learning strategies to groups of Interns. Essentially, however, the 1976 design called for the Team Leaders to be co-learners on a collegial basis with Interns.

CMTI-76 was scheduled for August 1 through 22. All Interns and Team Leaders from the 66 Cycle XI Teacher Corps projects would attend the institute. The institute site -- actually selected during the planning process -- was Florida State University in Tallahassee, Florida.

THE CMTI PLANNING STRATEGY

Planning for Reality

> The CMTI has three basic objectives. First, it should provide a living and learning community which is culturally pluralistic. The entire institute design, from housing to curriculum, must stress the culturally pluralistic setting. Second, the CMTI should aim to help participants identify with a national

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program, the Teacher Corps. A single, nationwide CMTI makes the point that the Teacher Corps is not simply a five-person team in a local project; it builds an esprit de corps. Third, the CMTI should offer a substantive, graduate-level curriculum for Interns who are college graduates but who have neither experience nor coursework in education. Team Leaders, of course, do have experience and coursework in education; the CMTI curriculum is nonetheless important to them.

We do not expect miracles from the CMTI. We would like a design that is real, that has depth, and that addresses Teacher Corps concerns. Most important, perhaps, the CMTI should relate directly to the next two years in the local project.

--William L. Smith

The Responsibility for Planning

Administration of the CMTI. Floyd Waterman, the CMTI Project Director, is also the Director of the Center for Urban Education at the University of Nebraska at Omaha. The contract to plan, administer, and implement the CMTI was let competitively to the University of Nebraska as a result of a proposal prepared by Waterman under the auspices of his Center. Waterman, who served CMTI-75 in the same capacity, contributed to the substantive discussions of CMTI planning and supervised the administration of institute planning and implementation.

Pual Collins was the CMTI Project Facilitator. In that role, he coordinated much of the CMTI planning, assisted in conducting Institute Review and Advisory Panel meetings, and provided advisory and facilitative assistance to Waterman.

William L. Smith is the Director of the Teacher Corps. From the institute's beginnings, he was an advocate and engineer of the CMTI's structure and substance. In 1976, as in 1975, Smith was particularly influential in all aspects of the CMTI and its planning.

The institute is a function of the Teacher Corps Program Development Branch. The Chief of that branch, James Steffensen, was also a major influence in the design of the CMTI and an architect of its refinement. Beryl Nelson, also of the Program Development Branch, was the CMTI Project Monitor. Nelson worked as a liaison with those responsible for planning and administering the institute. As a monitor, Nelson reviewed the planning process and offered guidance as she felt was appropriate.

John Savage was the Documentor for Planning of the CMTI. As a Documentor, Savage attended all of the Institute Review and Advisory Panel meetings and prepared reports on the group's discussions. He also attended some of the planning meetings. His reports on those meetings were intended to facilitate the planning process and to formally keep the IRAP abreast of planning progress. This document is an outgrowth of those earlier reports.

The Design Team Principals. In order to plan a substantive institute which addressed both subject matter and human needs, the CMTI Design Team members were chosen from among some of the best organizational, instructional, and multi-cultural planners in the country. One person was selected to lead the planning and implementation of each of the three institute strands. These three "Design Team Principals" became Instructional Coordinators once planning was complete and the group turned its attention to actual CMTI operations.

J.L. (Jack) Gant was selected to head the organizational perspectives strand. Gant, who is the Dean of the College of Education at Florida State University, had a strong background in organizational studies and was a major advocate of the temporary systems theory which guided the development and implementation of the institute. Early in the planning stages, Gant was chosen to serve as the CMTI's Instructional Leader. That role lessened his involvement in the organizational perspectives strand as he took on the overall administration of the institute's substantive planning and operation.

JoAnn Taylor was responsible for the multi-cultural perspectives strand. Taylor, of Pepperdine University in Los Angeles, had been a local Teacher Corps Project Director. She was charged with developing the newest CMTI strand, and was instrumental in marshalling many diverse resources in that effort. Additionally, her responsibility for multicultural concerns suggested that she would develop the means for analyzing the CMTI as a culturally pluralistic setting.

The teaching-learning strand was led by Bruce Joyce of Stanford University. Joyce was a pioneer in the development of "Models of Teaching," and was responsible for researching and writing the bulk of the materials which were used in the CMTI teaching-learning strand. Midway through the planning stage, Joyce withdrew from his CMTI role and was replaced by Roger Pankratz, an Associate Dean in the College of Education at Western Kentucky University. Pankratz had worked a great deal with the "Models of Teaching," and was well acquainted with Joyce's materials. Pankratz had also been on the instructional staff of CMTI-75, and was a former Teacher Corps Project Director.

The Design Team. These principal designers worked with a larger group, the CMTI Design Team, whose members are listed in Appendix A. The Design Team, which met only once as a total group, was responsible for developing the CMTI curriculum and processes. Most often, the Design Team members met separately according to subject matter to plan the strand for which they were responsible. The strand principals (and often a representative or two from the Design Team) then worked together to integrate the plans of the three strands. The Design Team was assisted by a group of Florida State University graduate students, who helped to assemble briefing materials and made arrangements at FSU to ensure that the institute would operate smoothly.

The Institute Review and Advisory Panel. One other group was of invaluable assistance in planning the CMTI. That group was the Institute Review and Advisory Panel. Smith summarized the panel's responsibilities at their first meeting in Tallahassee:

> Your most important task will be to examine what we are proposing to do in the CMTI, to consider the rationale for the institute, and to satisfy yourselves that we are being realistic. In short, you must determine whether we can deliver what we propose to deliver.
>
> The Design Team must identify and deliver resources to help us meet our goals. You must ensure the worth and credibility of the way those resources are managed and utilized. As a review and advisory group, you must also anticipate the problems the Design Team will encounter. We need to know how those problems can be alleviated.
>
> Like the design process, your advisory function must be a matter of cooperation and discussion. In helping us to decide

> what goals are reasonable for the CMTI, you must pay close attention to reality. I believe that the CMTI design is useful in other contexts. I want your ideas on how we can transport the design to those other contexts. I feel very strongly that the CMTI is possible, that it is a unique opportunity for the Teacher Corps. I want your help.

Clearly, the Institute Review and Advisory Panel was expected to offer substantive advice during the planning process, and panel recommendations were integral to institute development, rather than after-the-fact reactions to planning decisions. IRAP members were high-level educators whose collective background encompassed experience both from within and from outside the Teacher Corps, and they were well-prepared to provide independent field input to the planning process. The IRAP members, whose names, positions, and affiliations are listed in Appendix B, were appointed by the Director of the Teacher Corps.

Smith pointed out to the group that one of the guiding principles for the CMTI was the goal of providing only those training activities which are most effective if done nationally, rather than at the project level. Toward ensuring adherence to that principle, Smith asked the IRAP members to determine what skills, knowledge, and perspectives were most appropriate for CMTI participants, and then to determine how the CMTI could provide those outcomes.

THE PLANNING PROCESS

Overview

The process of planning CMTI-76 was complex. At the administrative level, it involved making arrangements for planning meetings; handling financial and logistical procedures and problems; recruiting and hiring management and instructional staff; visiting potential sites and making arrangements at the selected site; attending Design Team meetings; interfacing with the Teacher Corp office; and seeing to many other details. Waterman and his staff took the primary responsibility for those tasks.

For the designers, planning involved many meetings and subsequent developmental assignments. Design Team members left meetings with specific assignments: resources they were to identify, training products they were to develop, instructional procedures they were to refine, and an equal or larger number of smaller details to which they must attend.

The Planning Events

San Francisco: The First Planning Meeting. During the week of April 19, Waterman met in San Francisco with several individuals who would be involved in the CMTI planning. The meeting was attended by three people from Teacher Corps: Steffensen and Nelson from the Program Development Branch, and Caroline Gillin, the Chief of the Cycle Operations Branch. The CMTI Facilitator was also present, as were the strand planners: Bruce Joyce and Marsha Weil (teaching-learning) and JoAnn Taylor (multi-cultural perspectives). Gant (organizational perspectives) was unable to attend, but was represented by John Hansen.

G. Thomas Fox, who led the CMTI-75 assessment team was also present in order to report on the team's finding. The meeting agenda included discussion of the CMTI-76 site and the process and criteria for its selection.

This group also discussed the schedule and objectives for future design meetings, which would include a larger group.

Washington: Initial Design Agreements. The next meeting of the Design Team principals and the CMTI administration was held in Washington, D.C., on May 3, 4, and 5. The meeting was attended by Waterman, Gant, Taylor, Joyce, Smith, Steffensen, Gillin, Nelson, and Collins. The group identified several important design principles which would guide subsequent institute design steps. Chief among those principles was the notion of a "saddle stitch" design which would integrate the three institute strands into a coherent and unified curriculum. The three Design Team principals also selected Gant as their chairperson. Gant's role shifted to that of CMTI Instructional Leader once the design phase was completed; the remaining principals became Instructional Coordinators at the CMTI. Finally, the Washington meeting was concerned with site selection. Waterman reported information and bids for fifteen potential CMTI sites, including Florida State University. FSU was subsequently selected as the CMTI site.

Tallahassee: The First IRAP/Design Team Meeting. Two crucial planning meetings for the CMTI were held in Tallahassee on May 19-21. First, the Institute Review and Advisory Panel met and discussed ways that group might serve the CMTI Design Team and the Teacher Corps. Working arrangements and future check-points for the IRAP were planned. That meeting is more fully described in Chapter Two.

The total Design Team also met for the first time during May 19-21 in Tallahassee. At that time, the group refined the design principles which had been established in Washington and made initial planning decisions based on those principles. The group members expected to leave Tallahassee with assignments for developing CMTI curricula and materials, and planned to reconvene at a later date to review each other's work, integrating the three strands into a single CMTI.

The Design Team principals met with the IRAP while the two groups were in Tallahassee. The designers briefed the reviewer/advisors on 1) the principles which were guiding CMTI development, 2) the crucial concepts in each strand, and 3) general strategies which would be used to integrate the three strands. Finally, the Design Team and some IRAP members visited the FSU campus, which had been identified by that time as the probable CMTI site.

Boulder and Seattle: Planning the Multi-Cultural Strand. On May 26 Taylor and Waterman visited the Social Sciences Educational Consortium in Boulder, Colorado, to examine and acquire materials for use in developing the multi-cultural strand. Taylor and Waterman also met with the multi-cultural task force in Seattle on May 30 and 31. That meeting was attended by several people with experience in multi-cultural education: James A. Banks, Webster Robbins, Grace Blagdon, Milton Gold, Agueda Mora, Charles Payne, and Milagros Aquino. Several of those resource persons also served as instructional staff for the institute.

Palo Alto: The Second Design Team Meeting. Several members of the Design Team next met in Palo Alto, California, on June 5 and 6. That meeting was attended by Waterman and the principals, who were joined by Ann Wheeler, Oron South, John Hansen, Terry Rice, James Becker, Marsha Weil, Roger Pankratz, Michael McKibbin, Rupert Trujillo, Aqueda Mora, Charles

Payne, Milagros Aquino, Grace Blagdon, and Milton Gold. The group once again discussed design principles and the integration of the three strands. They also discussed the CMTI social system and arrangements to develop clusters (i.e. basic instructional units) for the CMTI participants.

Washington: The Cycle XI Project Directors' Briefing. On June 10 and 11, all Cycle XI Project Directors and their local education agency counterparts attended Teacher Corps orientation meetings in Washington, D.C. Since it was the Cycle XI Interns and Team Leaders who would be attending the CMTI, a series of CMTI-related presentations was arranged for the Directors and their counterparts. First, William L. Smith spoke to the group about the history and development of the CMTI.

Next, Waterman briefed the group on CMTI planning. He described the logistical arrangements for the CMTI which would affect the Cycle XI projects and answered questions from the floor. Waterman also distributed informational materials on the CMTI. Copies of those materials may be found in Appendix C. Finally, Gant described plans for the organizational perspectives and teaching-learning strands, while Taylor described the shape which the multi-cultural strand was taking.

Washington: The Second IRAP Briefing. The second IRAP briefing was held during the final day of the Cycle XI orientation meeting. Since mid-May, each strand team had been working on its plans. The Palo Alto meeting, however, had proven inconclusive, and the second IRAP briefing was disappointing. The review and advisory group did, however, offer many substantive reactions to the steps which had been taken. The second IRAP meeting is further described in Chapter Three.

Kansas City: A Crucial Meeting. On June 16 and 17 the Design Team principals met in Kansas City with Waterman, Nelson, and Collins. In an attempt to reach common agreements on many issues which had been left unresolved up to that time, the group discussed issues concerning the total CMTI design and the integration of the three strands. That discussion, and many unresolved issues concerning the CMTI, led Joyce to withdraw from any further role in the CMTI. It was agreed that the Joyce/Weil materials would remain an integral part of the teaching-learning strand. While in Kansas City, the group also discussed final staffing plans for the CMTI.

Additional Planning Meetings. The Design Team principals -- with Roger Pankratz now replacing Joyce -- next met with the CMTI administrators in Atlanta on June 23. At that all-night meeting, they worked out a tentative CMTI schedule. That schedule held throughout the remainder of the planning stages, and was implemented in August.

On June 26, the teaching-learning team met in Albuquerque to finalize its plans and to assign final developmental tasks. That meeting was successful in coalescing the group's plans, both conceptually and operationally.

On June 30, Pankratz and Gant met in Atlanta to complete the melding of the teaching-learning and organizational perspectives strands and to finalize many operational details. In an all-night meeting, they reached final decisions on many issues which had previously been unresolved.

The multi-cultural strand team met again in Indianapolis on July 4. As with the other two teams, this group was in its final design stages.

The Indianapolis meeting resolved many issues and finalized much of the multi-cultural planning.

Staff Training. On July 16 and 17, the CMTI instructional staff received its initial orientation in Washington, D.C. At that meeting, the staff members were given orientation to the Teacher Corps and the CMTI. They reviewed many of the CMTI materials and instructional approaches which had been designed for the institute participants. Finally, the group was given materials to read before reporting to Tallahassee on July 25 for the week-long staff training.

Atlanta: The Third IRAP Briefing. On July 24, just one day before the beginning of CMTI staff training, the Design Team principals met with the IRAP to present the final CMTI plan. That meeting was highly successful, since Gant, Taylor, and Pankratz had the institute design in its final form and were ready to provide a polished presentation of institute concepts, processes, and strategies. It was too late for IRAP reactions and suggestions to influence the overall design of the CMTI. However, the IRAP members did give the institute designers a vote of confidence.

SUMMARY

Many of the meetings and events which have been described here will be discussed in more detail in the following chapters. This chapter has intended to give the reader an overview of the steps which were necessary to plan meetings, briefings, and the 1976 Corpsmember Training Institute.

CHAPTER TWO

INITIAL CMTI PLANNING

SAN FRANCISCO: THE FIRST MEETING

The Participants

The first CMTI planning meeting was held during the American Educational Research Association Convention in San Francisco on April 21 and 22, 1976. That was the first time the Design Team principals met with each other, with the institute's administrators, and with Teacher Corps representatives. The latter group included James Steffensen, the Chief of the Program Development Branch, under whom the CMTI was planned and implemented. Caroline Gillin, Chief of the Cycle Operations Branch, was also present. That branch, through its monitoring function, links local projects with Teacher Corps, and monitors many aspects of local operations which are affected by the CMTI. Additionally, Gillin's suggestions for institute development were important to keeping planning consistent with local needs. The CMTI Project Monitor, Beryl Nelson, was also present at the first meeting. In that role, she was a key person throughout the planning process.

The CMTI's administrative and instructional leaders also attended the San Francisco meeting. In addition to Waterman and Collins, each of the Design Team principals was present or represented. This group included Taylor, Joyce, and Marsha Weil. Gant was represented by John Hansen, who was also a member of the Design Team.

Additionally, G. Thomas Fox, the leader of the assessment team which had studied CMTI-75, attended this meeting. Fox provided the group with some perspectives on the institute and made some planning recommendations based on the previous year's experience.

Meeting Purposes

This meeting had several purposes. First, it allowed the planners to meet and get acquainted. The meeting agenda included scheduling and organizing future planning meetings and establishing strand planning teams. The group also addressed the issues of the institute's site, staff, outcomes, and initial understandings about the organizing principles which would guide its curriculum.

Meeting Summary

Planning Schedule. This Documentor was not present at the San Francisco meeting, since the decision to document CMTI planning was not made until later. However, according to several of the meeting participants, the San Francisco session was an important beginning. First, the group developed a tentative timetable for CMTI planning. They identified several meeting dates and agendas for those meeting. Additionally, Waterman made the group aware of dates and deadlines specified in the

CMTI contract.

Institute Site. The group also discussed the prospective institute site. Hansen presented Gant's proposal that the CMTI be held at Florida State University in Tallahassee. That proposal was supported by the belief that holding the Institute on the campus where Gant was dean would enhance the ability to deliver program services and staff. Arguments against the FSU site were also raised. Additionally, Waterman reported that he had asked several other institutions to provide site information as prospective locales for the CMTI. The decision on CMTI site was deferred until several sites could be considered with full information.

CMTI Outcomes. The group explored the question of what Interns and Team Leaders should gain from the CMTI. In a summarizing memo to Gant, Hansen described his presentation of possible CMTI outcomes:

(1) Skills useful in "getting to know" their Teacher Corps community.
(2) Skills useful in observing and analyzing the teaching-learning process.
(3) Skills useful in gaining a perspective on Teacher Corps projects, schools, and institutions as organizations.
(4) Knowledge of multi-cultural differences and skills useful in dealing with them.

Curricular Organization. The San Francisco meeting participants agreed on the need to meld the three institute strands, as had been required by the Request for Proposals. The details of accomplishing that integration were only discussed vaguely, but the general principle was accepted, and the group resolved to avoid the sub-division of institute strands which had occurred in 1975.

WASHINGTON: THE SECOND MEETING

The Participants

The second meeting, in Washington, D.C. on May 3-5, was again attended by Teacher Corps personnel as well as CMTI planners. The first group consisted of Steffensen, Nelson, and Gillin. Additionally, the Teacher Corps Director, William Smith, attended the meeting. CMTI personnel included Waterman, Collins, Gant, Joyce, and Taylor. In the absence of a documentor, Waterman took notes on the meeting. Those notes, along with interviews with several meeting participants, form the basis of this description of the second planning meeting.

Meeting Principles.

Organizing Principles. First, the group discussed the principles which would guide the development of the CMTI curriculum and instructional design. Those principles included the following:

- The recognition that there were three curricula for designers to consider:
  - --The curriculum as it was actually designed;
  - --The curriculum brought by instructional staff members to the CMTI; and
  - --The curriculum created by the students themselves.
- The belief that the CMTI should serve as a model of the concepts it attempted to impart.

- The belief that staff members should model desirable behavior.
- The belief that designers should establish objectives that provide for some common learnings for all CMTI participants.
- The belief that there should be some choices as to mode of learning available for staff and participants. Staff members should also have some choices in terms of instructional form.
- The belief that the staff should be multi-cultural.
- The orientation toward uniting theory and practice.
- The belief that designers' intentions should be explicit; there should be frequent use of demonstration, action, and debriefing strategies.
- The belief that there should be clearly-developed communications available to local Project Directors, first to identify substantive material dealt with in the CMTI, and second to communicate ways in which follow-up might be implemented.
- The belief that the designers should provide for varying the analytic modes of teaching-learning, organizational theory, and multi-cultural/community considerations.

The Instructional Design. The process for developing the instructional design was also agreed upon in Washington. First, the group members said they would develop some common outcomes for participants. Next, they would identify, select, and orient people who could assist in designing for those outcomes. Finally, they would do all they could to keep each other aware of problems and progress. The group further discussed the CMTI instructional design, and came to several tentative agreements; many of those were modified in the subsequent Design Team meeting in Tallahassee, while others were retained or dropped altogether.

Leadership, Site, Design Mode. The Washington meeting led to several agreements concerning CMTI leadership, site, and design mode. The group tentatively agreed upon the Tallahassee site, subject to visits by Waterman and the principals. Gant agreed to become the chairperson of the Design Team, as well as the CMTI Instructional Leader. In that role, he would be responsible for the administration of instruction and maintaining the unity of a single curriculum made up of three content areas, or strands. The group also agreed to select a full Design Team which would meet soon in Tallahassee. Additionally, they agreed upon a longer staff orientation than had originally been anticipated.

Future Tasks. Finally, the group identified fourteen tasks:

- Start developing common outcomes.
- Identify critical dates.
- Identify useable CMTI-75 materials and necessary new materials.
- Develop communications for Cycle XI Directors, graduate deans, and registrars; make them aware of CMTI content.
- Develop a general outline of the CMTI experience.
- Outline further tasks.
- Identify and contact staff.
- Develop a communications system for the Design Team.
- Schedule staff selection and training.

- Visit the Florida site.
- Develop staff selection criteria.
- Reproduce materials.
- Develop a plan for orienting new staff members.
- Communicate to projects and request basic site information to be brought to the CMTI by participants.

TALLAHASSEE: THE THIRD MEETING

Introduction

The Tallahassee meeting had three separate agendas. First, the Design Team met for two full days; second, the Institute Review and Advisory Panel (IRAP) held its initial meeting and was briefed by the Design Team principals. Finally, the Teacher Corps Director spoke to a joint session of the two groups. The Documentor was also present at that meeting, as were Steffensen and Gillin from the Washington Teacher Corps office.

At a luncheon on May 21, Smith spoke of the philosophical and empirical base for CMTI-76. Smith also spoke about an experiential base for the CMTI, pointing out the lessons of CMTI-75. He elucidated the goals and objectives of the institute, as well as his expectations of Teacher Corps training, and how they might be fulfilled through the CMTI. Smith raised several considerations which entered into the institute design, and discussed the review and advisory function. Finally, he delivered a charge to the two groups, pointing out that they must work together toward meeting the specific objectives of the CMTI and the more global goals of the Teacher Corps.

The Design Team Meeting

A Charge to the Design Team.

> The CMTI is a culturally pluralistic living and learning community. That three weeks must have substance and a theoretical foundation. From that foundation, the institute must deal with low-income schools and their students. It will also be important to incorporate the community into the institute; it must be seen from an organizational perspective, and it must be seen as a learning resource.
>
> Last year the CMTI was concerned with schools as organizations; we attempted to do that in a way that was not threatening to schools or teachers. We were not concerned -- and are not now concerned -- with training Interns as change agents. Our mandate is simple: to train effective teachers. If they are to become change agents, let our Interns first be teachers who know the nature of the school organization. They can then help to promote organizational change as an effective, integral part of that organization.
>
> You have an awesome responsibility. The CMTI participants must develop skills with which they can analyze their project experience -- and those skills must incorporate teaching and learning, organizational perspectives, multi-cultural education, and the community. It is downright overwhelming to ask you to develop those skills in a three-week period. I am giving you an awesome responsibility when I say that what you are doing will have major significance for the next two years. But, it seems to me, that is your responsibility, and I believe it is possible.
>
> --William L. Smith

The Team. Smith was speaking to both the IRAP and the Design Team. By the time he spoke, the Design Team members had been meeting for a full day and a half in Tallahassee. They had come to many of the same conclusions -- in part from their own discussions, and in part from the earlier meeting with Smith and others in Washington. The Design Team meeting was convened by Gant, who suggested that the group members each briefly describe their background and the resources which they felt they brought to the task of planning the CMTI. That process revealed a wide range of resources. The team's members had collectively worked at every level of education and teacher training, both within and outside of Teacher Corps. Team members had experience with multiculturalism, Competency-Based Teacher Education, teaching-learning models, organizational theory, educational administration, community-based education, rural and urban education, early childhood education, curriculum development, instructional design and development, counseling, inter-group relations, educational research, media development and use, communications, leadership training, and group facilitation.

Many of the Design Team members were involved with the first CMTI; others were not. The members of the team are listed in Appendix A.

The CMTI Learning Milieu. The Design Team began its work by reviewing the minutes of the earlier Washington meeting. The discussion of those minutes led to some major, substantive agreements. First, the group recognized that the CMTI would be built around three strands, or sources of content: models of teaching and learning, multi-culturalism, and organizational theory. These were to be interlaced with a fourth area, community, which would be studied in the CMTI context. The knowledge gained there would later be applied in local Teacher Corps projects by the Team Leaders and Interns.

The substance of these strands, it was agreed, would be presented through living-learning experiences at the CMTI. Since the institute was a multi-cultural teaching-learning situation which was both an organization and a community, it provided a good context in which to study the four subject areas. In applying such a design style, the CMTI planners intended to alternate experience with analysis. That approach provided for a living-learning community, for the development of analytical skills, and for the application of those skills at local project sites. Additionally, the institute design intended to provide Interns and Team Leaders with various substantive frames of reference which they could apply to their experience during their two years in the local project.

CMTI-Project Links. Links between the CMTI and local projects were important to ensuring that the institute would have meaning for participants' subsequent experience. CMTI-75 preceded an on-site experience for Interns; in 1976, however, it was hoped that Interns would be with their projects between two and four weeks before the CMTI. That allowed for links, first, from the local project to the institute; second, it enhanced corresponding links from the institute back to the project. Additionally, the Design Team felt that institute-project links should capitalize on the presence of Team Leaders. They intended to structure a Team Leader role in which Team Leaders learned with Interns. Additionally, Team Leaders would be used to follow up the CMTI experience after the participants had returned to their local projects.

The Design Team Mission. Once agreements had been reached on the principles and concerns raised at the Washington meeting, the Design Team developed an agenda for the Tallahassee session. First they brainstormed a list of design and development tasks, which follows:

- Identify specific developmental assignments for individual Design Team members.
- Identify and agree on a group of operating assumptions to guide development.
- Identify major problems which the Design Team will encounter.
- Identify and agree on CMTI staff recruitment, selection procedures, and hiring criteria.
- Visit the proposed site and discuss its potential for the institute.
- Identify CMTI outcomes for Interns and Team Leaders.
- Agree on the overall CMTI design.
- Discuss and agree on the Team Leader's role at the CMTI.

Those tasks were then put into the context of the Design Team Mission: to address all four substantive areas and to enable participants to acquire an integrated frame of reference for observation and analysis. The concepts in those frames of reference were to be taught in such a way that participants would see them in relation to themselves as well as in relation to the concepts' potential applications.

Those frames of reference dictated three categories of CMTI learner outcomes. First, participants would gain analytical skills with which to consider the institute strands. Those analytical skills would then be applied to the second category, basic concepts in each of the substantive areas. Third, the CMTI would deal with participants' expectations and the realities which interact with those expectations. Thus, the Design Team's task was to provide some ways for participants to personalize their analytical skills and basic concepts, both in the CMTI and in their local projects. The Design Team agreed that the CMTI foci would be few and would encompass concepts, values, processes, and skills. They further agreed that the vehicles for delivering the foci would be numerous, and that the plan for delivery would therefore incorporate options, models, and reflection as learning modes.

Institute Content and Structure. Having developed a conceptual framework, the Design Team turned its attention to the content and structure of the institute. As an organization, the CMTI involved three overlapping areas of concern: social, curricular, and support systems. The social system reflected the interactions of teachers and learners, both as individuals and as groups. Philosophically, the institute's staff and its students were all teachers and learners. Second, the curricular system was made up of the content and points of view to be communicated during the CMTI. Finally, the support system was represented by resources such as facilities and equipment. The Design Team members tentatively agreed that the social system would dictate the development of the curricular system. The support system would buttress the curricular and social systems.

The Social System. It was suggested that the social system might be best understood if participants began by asking, "What are we here for?" and "Who are we?" Those questions would perhaps surface differences in participants' skills and their perceptions of the CMTI task. Discussion of those questions yielded a list of concerns related to the CMTI social system:

- Preparation to enter CMTI;
- Entry into CMTI;
- Planned, real, and spontaneous constraints;
- Formal and informal groups;
- Instructional groups;
- Housing;
- Decision-making;
- Personal support;
- Roles;
- Non-instructional interaction;
- The CMTI vis-a-vis Tallahassee; and
- Scheduling.

Intrinsic to many of those concerns was the question of how to group the participants. It was important to design some kinds of membership for the participants; that membership could extend over several types of formal and informal groups. These would develop according to entry characteristics, geography, types of local projects, CMTI housing, project teams (of a Team Leader and four Interns each), and clusters of individuals. The grouping of participants into clusters was a carry-over from the first CMTI, when the CMTI learners were sub-divided into groups of fifty-five for instruction. The formation of clusters involved several considerations. These included: 1) structuring roles for Team Leaders within clusters, 2) building teaming strategies which could be followed through on-site, 3) providing cross-cultural experiences, 4) allowing for some kinds of free-floating group membership, 5) facilitating both a national and a local Teacher Corps identity, 6) building personal support networks, and 7) facilitating the grading and evaluation process.* Clusters were therefore both organizational and instructional groupings. Design Team members repeatedly said that both instruction and organization would affect the design and implementation of clusters.

The discussion of the primary social system continued through much of the two-day meeting. Several options were raised and tabled for consideration at the next meeting, when there would be a more solid curricular context into which to place the social system. Thus, while the social system was to dictate the curricular system, it could not be finalized before some curricular decisions had been made and designs for curriculum delivery had been formulated. The Design Team members seemed comfortable with that contradiction, or at least willing to accept its reality.

The Curricular System. The curricular system was concerned with the content and points of view to be communicated in the institute. The first step in designing that system was the identification of CMTI participant outcomes, which were listed as follows:

- The ability to assess the school as an organization.
- The ability to achieve entry into the school and the community, both as an individual and as a Teacher Corps representative.
- Knowledge of the key characteristics of organizations and

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*CMTI participants received graduate-level university credit for their work at the institute; therefore it was necessary to use grading procedures as one way of evaluating their participation.

organizational behavior.

- Understanding ways of coping within an organization.
- The ability to assess the flexibility, proclivity for change, and acceptance of alternatives of a group, school, and organization -- especially related to teaching models.
- The acquisition of a variety of skills, including the analysis of:
  --self in a group,
  --self as a teacher,
  --self as a learner,
  --sub-groups in an organization,
  --the school in a community, and
  --the interplay of organizations within a community.
- The realization that individuals can acquire and use more than one model of teaching, and that there is an individual variation in the degree of comfort which one feels with various models.
- The ability to analytically apply the concepts and skills provided at the CMTI in the local project, using data generated at the project.
- Formulation of an intervention plan by the team to use in the local project.
- The ability to assess the multi-cultural nature of the CMTI and to experience entry into a different culture; especially the ability to assess personal feelings in that experience.
- The ability to define (for oneself) personal assumptions about teaching-learning, schools, and teachers; the ability to

analyze personal expectations about role behavior as an Intern as well as in other roles and organizations.

- Exposure to value dilemmas related to the self, community, and culture.
- Definition of expectations, limits, and capabilities of Teacher Corps and Interns in a project and in the community.
- Understanding organizational conflict and the capabilities and limitations of the individual in a conflict situation.
- Development of a process for establishing and using a support group.
- The ability to use the community as a school resource.
- The ability to assess the classroom climate, teaching techniques, and the applicability of varied techniques for the classroom climate and the personal style of the teacher.
- The ability to relate models of teaching in their pure form to the realities of a classroom.
- Awareness of peer pressures on members of various cultural groups to identify with that group, as well as to demonstrate that identity; concomitant awareness of the problems created for the individual due to personal conflicts which result from such pressure.
- Development of skills to describe a community and a culture.
- Basic teaching skills at a minimal level (e.g. questioning, probing, set induction, listening).

The concepts which made up the curricular system were presented in some detail to the Institute Review and Advisory Panel in a briefing by the Design Team principals. The discussion of those concepts is later in this chapter, when the IRAP briefing is described. At this point, however, it is important to note that the interrelationships between the three strands were summarized by one team member as he pointed out: 1) that each strand had substance, and therefore would involve input sessions; 2) that the teaching-learning strand involved a process by which the other two strands would be delivered; 3) that the multi-cultural and community curricula involved content and substance which related directly to teaching-learning and to organizational theory; and 4) that organizational perspectives and behavior would be analyzed through the CMTI experience. Those interrelationships formed what was called a "saddle stitch" design, so named because each of the three strands was independent, but also relied upon the others for content and delivery. The saddle stitch metaphor suggested that each strand would be bound to the other two so that they "hinged" into one another. Though they were dependent upon each other for facilitation and delivery, they were also independent in their conceptualization, significance, and *raison d'etre*.

The Support System: The CMTI Site. The support system was represented by the institute's physical facilities, i.e. the institute site. The Design Team members visited the FSU Developmental Research School in the afternoon of their first meeting day. While the site's facilities and equipment presented some potential problems and limitations, the group agreed that it would be adequate for the CMTI.

The facilities included instructional and office space at the DRS. Except for special-purpose rooms which were inappropriate for CMTI use, the entire school was available for the institute. There was room for a materials production center in an art room. A suite of rooms ordinarily used as a home economics classroom could serve as a CMTI main office. That suite had ample space for secretarial and support staff, as well as office space for the Director and an Executive Assistant. Telephone service to this office could be augmented as necessary. Additionally, a private office area was available for the CMTI Director and the instructional designers. A conference room was adjacent to that office area.

Meetings of the total CMTI learning group, numbering approximately 340, could be held in a 360-seat auditorium. Lunches could be provided on the campus (on a staggered schedule) in a 200-seat cafeteria. Rooms for smaller cluster groups were also available. The Design Team recognized that some modification of cluster planning might be necessary, as the rooms proposed for this use (three of which were music rehearsal rooms) were potentially inappropriate. Additionally, 28 regular classrooms were available for instruction. The space proposed for viewing videotapes was adjacent to the school library. Team members noted that they expected some problems in terms of available equipment, and resolved to deal with those problems well in advance of the institute. In the main, it appeared that the instructional facilities were adequate, although they required some adaptation on the part of CMTI personnel and participants. The constraints of the support system thus asserted their own influence on the design of the social and curricular systems.

Institute housing would be provided in two private dormitories on the edge of the campus. Two clusters, their instructional staff, and some support staff would be housed at Osceola Hall, about a quarter of a mile from the campus. The remainder would live at Cash Hall, about a half-mile from the Developmental Research School. Florida State University reprentatives said it would be possible to contract bus service between the dormitories and the DRS. In addition to normal dormitory facilities (i.e. two-person rooms, hall pay telephones, morning and evening meals, recreational facilities, and copying machines), the residence halls would provide office space with telephones for clusters, the CMTI management, and the Data Collection Team. Fourteen such office spaces were available. Additional dormitory space was available for the families of institute staff. Complete emergency and medical service would also be provided through FSU.

Finally, the Johnston Building on the FSU campus could provide support services. Such services included duplication, purchasing, and telephone and messenger services between Johnston and the Developmental Research School.

While the CMTI site presented some limitations, as a support system it also offered several advantages over other potential sites. The Design Team had to deal with the site's limitations in advance of the institute. Their visitation to the site at a relatively early date offered a head-start to advance planning and adaptation.

The CMTI Schedule and Structure. The CMTI would attempt, in a three-week period, to deal with three substantive areas and to promote the ambitious list of participant outcomes described earlier. The development of each curricular strand was left to sub-teams of the design group, and was to be accomplished by July 1. However, some initial agreements on the schedule and structure of the CMTI were tentatively arrived at in Tallahassee; those are briefly discussed in the following pages.

Pre-Institute Tasks. Before considering what would happen at the CMTI itself, the Design Team developed a list of pre-institute tasks for participants. Between July 1, when they would (optimistically) join their local projects, and August 1, the participants would be asked (through their Project Directors) to gather data on their site communities. Such data would be available through the Community Coordinator or in the project's Teacher Corps proposal. They would also gather information on the site school and district. Third, a subscription to the newspaper from the project area would be ordered for delivery at the CMTI. Interns would take a telephone directory from the local site to the CMTI. Interns would also be asked to provide personal demographic data, as well as a list of personal concerns related to Teacher Corps. Participants would additionally be asked to spend some time thinking about teaching and learning and to know the focus of their particular project. Finally, they would be given information on how to start observing the several communities they would encounter in Tallahassee from the moment of their arrival. Those communities included the city of Tallahassee, sub-communities of the city, the Cash and Osceola dormitory communities, the CMTI community, and other sub-groups.

The First Week. The first three days of the CMTI would be intensive. That period would deal with personal and organizational concerns and would be intended to help institute participants see the CMTI as an organization with specific purposes. The institute would begin by addressing participants' expectations for the CMTI and their plans for relating the three-week experience to their projects and themselves. After an initial orientation, attention would turn toward developing the CMTI learning and living community. The design of the initial three days also included an orientation to group processes. A presentation by the Teacher Corps Director would provide further orientation to the CMTI and its purposes.

The presentation of CMTI substance would begin in the final three days of the first week. First, the teaching-learning strand would present the first of four families of teaching models, the personalistic mode. Second, debriefing sessions would relate to organizations and multi-culturalism, particularly as those concepts grow out of the institute experience.

The Second and Third Weeks. The remaining two weeks would involve the presentation of the major concepts identified for each of the three strands. There would be regular debriefing sessions on these concepts. Debriefing emphasis would be on the concepts as they emerged in the CMTI and later related to the local school, university, and community settings. The first, somewhat elliptical, and definitely tentative CMTI schedule, grew out of the Tallahassee discussions. It is reproduced, with exemplar concepts, in Exhibit 1.

The Typical Training Day. Aside from fitting the major concepts of each strand into a three-week schedule, the Design Team was concerned with the structure of a typical training day. In order to establish a norm, various types of activities were divided into four categories:

- Instruction
    --instruction
    --demonstration
    --lectures
    --information processing and analysis
    --peer teaching
    --organized reflection
- Negotiated Activities
    --individual learning
    --playback and feedback
    --reflection
    --preparation and study
    --library time
- Special Activities
    --evening presentations
    --films
    --trips
    --community experiences
- Free Activities (i.e. recreation)

EXHIBIT 1

Tentative CMTI Schedule

WEEK 1

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival	Develop Learning-Living Community			Family #1 (Personalistic) Rogers		
	-Group -Organization -Self to Above -All to TC & Home			Organization and Cultural Debriefing I		
	William L. Smith		Evening Session		Evening Session	

WEEK 2

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
		Roles-Debriefing	Groups Debriefing	Family #2 (Social)		
				Organization and Cultural Debriefing II		
	School as an Organization	Decision/Power	Constraints Debriefing			
		Teaching-Learning Debriefing	Teaching-Learning Debriefing			
		Evening Session	Evening Session		Evening Session	

WEEK 3

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
		Identity Debriefing	Socialization Debriefing	Family #3 (Information Processing)		
		Membership Debriefing	Cultural Differences Debriefing	Organization and Cultural Debriefing III		CLOSURE
		Teaching-Learning Debriefing	Teaching-Learning Debriefing			
	CMTI & Soc Comm	Evening Session	Evening Session		Evening Session	

After some negotiation, the Design Team agreed that the training day would be limited to eight hours. Of that eight hours, a maximum of four hours would be devoted to instructional activities. That consensus represented an agreement between individuals whose points of view were quite diverse. On the one hand, one group had initially advocated limiting all activities (aside from recreation) to four hours each day; a second group had proposed no limit to the amount of time devoted to learning activities. The consensus reflected the group's general willingness to listen to other points of view, to negotiate openly and fairly, and to accept general (if sometimes vague) consensus in the best interests of the Design Team and the CMTI.

CMTI Staffing. The group agreed that all CMTI staff would, ideally, have some background in all three institute strands. Obviously, finding such personnel would be difficult, although numerous inquiries and applications for CMTI instructional positions had already been received. Some Design Team members would be included in the instructional staff of five Cluster Leaders and twenty-three instructors; recruitment and selection of the remaining staff members had begun earlier. The Design Team agreed that seven staff members for the teaching-learning strand and a like number of individuals for organizational theory would be selected immediately by Joyce and Gant, respectively. Those fourteen staff members would be subject to approval by Waterman.

The Design Team also generated a list of criteria for staff selection. First, they agreed, the multi-cultural strand staff should have a university-level background as teacher trainers; should include representatives of minority ethnic groups; and should have experience with community development work and administration of Federally-funded projects. Additionally, they should have experience with group-training processes and similar experience in multi-cultural training. The group agreed that teaching and learning staff members should have previous teacher training experience, excellent interactive skills, and experience with the Teacher Corps or similar Intern-like groups. Experience in working with models of teaching would also be required. The organizational theory staff members would be required to have experience in process training and community building. They should also possess superior negotiating skills.

Beyond these substantive criteria for staff selection, the Design Team identified several demographic characteristics which should be represented on the institute staff. These included membership in various ethnic and cultural groups, particularly Black Americans, Spanish-speaking Americans, and members of other non-white groups such as Native Americans and Asian Americans. Additionally, they should have community background, be representative of both sexes, of teacher organizations, and of classroom teachers. Clearly, the institute staff would be a diverse group which was highly qualified in specific areas. Finding such a highly qualified group was expected to be a difficult task.

Staff Training. Staff training on-site was scheduled for the week immediately preceding the CMTI. It would provide orientation to the institute goals and training modes. Staff training would be provided in each of the institute's substantive strands, and would involve developing skills in group and instructional processes as well as content knowledge.

Future Planning. The Design Team faced the bulk of its work after the Tallahassee meeting. They would have to design a complex, integrated curriculum, prepare materials, recruit and select staff members, and make logistical arrangements, all in two months. The curriculum and materials had to be prepared by July 1, so that there was adequate time for their duplication. Staff members had to be selected early enough to begin training on July 26. Pre-training orientation of staff was also necessary. Additionally, the CMTI administration had to contact Cycle XI Project Directors to brief them on the CMTI and to solicit their support.

The Design Team identified several developmental tasks yet to be accomplished. These were assigned to Design Team members, to be completed before the next planning meeting in Palo Alto on June 6 and 7. The tasks and those responsible for their accomplishment were as follows:

- Design of participants' pre-CMTI tasks and activities (Gant).
- Design of CMTI entry (Gant).
- Design of CMTI days one-through-three (Gant and Taylor).
- Design of Teaching Model Family #1 -- Personalistic (Joyce).
- Design of organizational and cultural debriefing Session I (Gant and Taylor).
- Design of the school-as-an-organization component (Gant).
    - --Intern-initiated and -facilitated days at the CMTI (Taylor).
    - --Multi-cultural lecture serice (Taylor).
    - --Evening events (Unnamed).
    - --Recreation and social activities (Hansen).

  - --Multi-cultural materials (Taylor).
  - --The Team Leader role at CMTI (Pankratz).
- Design of teaching-learning debriefing Session I (Joyce).
- Design of Teaching Model Family 2 -- Social (Joyce).
- Design of organizational and cultural debriefing Session II (Gant and Taylor).
- The CMTI as a community (Gant and Taylor).
- Design of teaching-learning debriefing Session II (Joyce).
- Design of Teaching Model Family 3 -- Information Processing (Joyce).
- Design of organizational and cultural debriefing Session III (Gant and Taylor).
- Design of closure on CMTI (Gant).
- Arrangements for space, equipment, etc. (Barry James, FSU Graduate Student).
- Planning of staff development (Unnamed).

The group agreed on the developmental schedule displayed in Exhibit 2. Clearly, the Design team had a great deal of work before it. The resources available to the team through its members made the schedule possible, if not easy. Many team members had worked together in the past, and they formed a body of complementary resources and points of view. The Teacher Corps had expressed confidence in the Design Team, as had the CMTI administration. Further development was expected to proceed relatively smoothly, if somewhat hectically.

EXHIBIT 2

CMTI Developmental Schedule

Date	Task
June 4	Completion of detailed design; identification of available materials; materials development begun, as necessary.
June 6, 7	Meeting of Design Team in Palo Alto; Agenda: 1. Review individual plans; integrate strands; flesh out schedule. 2. Select staff. 3. Review participant information. 4. Review additional site information. 5. Identify special resources; develop a Team Leader role for CMTI. 6. Design CMTI staff development plans.
June 10, 11	Cycle XI Directors' Meeting, Washington, D.C. Design Team principals brief Directors, solicit appropriate assistance; meet with IRAP.
July 1	All materials identified and developed, ready for duplication at the University of Nebraska at Omaha and subsequent shipment to Tallahassee.
July 26 - 31	Staff training in Tallahassee.
August 1 - 20	Corpsmember Training Institute.

The Design Team Briefing to the Institute Review and Advisory Panel

The Director's Charge

> When the CMTI participants leave the institute, they will go to projects, where they will spend the bulk of their time in schools, with children. Additionally, they will have university coursework and community activities for which they are responsible. They will be extremely busy. Because of that, I felt last year that the CMTI should be an academically rigorous experience. I wanted the participants to appreciate the fact that the Teacher Corps is not academically soft. Equally important, since they will be very busy with day-to-day tasks in the project, I felt the CMTI should allow its participants to develop conceptual frameworks and to reflect on new concepts. Our basic intent last year was to make participants child-free at the CMTI. Some participants had real concerns about that; I think this year we need to provide more information on project settings and concerns than we did last year.
>
> I think that you [IRAP] and the Design Team must consider the extent to which CMTI-76 can provide analytical skills which are relevant to specific project sites and experiences. As an organization itself, the Teacher Corps has some real needs which must be met by a CMTI. Interns and Team Leaders, too, have needs. They must also be met. It is your responsibility to ensure that those needs are met to the extent which is possible.
>
> --William L. Smith

Overview. Gant and Joyce met with the IRAP in Tallahassee to brief its members on the design decisions and agreements which the planning group had made during the previous two days. (Taylor, the third principal, remained with the Design Team to continue with developmental tasks. The Documentor attended the briefing.) Gant began by summarizing the team's work. First, he noted, this Design Team meeting was a follow-up to the initial meeting in Washington. He also described a primary task of the Design Team: to establish a temporary resource and communication system that could function effectively as a working unit. He then: 1) reviewed the team's process of sharing personal backgrounds in order to identify resources within the group; 2) mentioned that the team had visited the proposed CMTI site; 3) described the group's process for brainstorming CMTI outcomes; and 4) noted that the group had identified the basic substantive concepts in each institute strand. He also said that the team felt the institute design incorporated two strands (organizational theory and teaching-learning), with multi-culturalism and community flowing through those strands.

Gant summarized the group's discussions of the CMTI social system, and said the system still required work. He also indicated that the Design Team had discussed the characteristics of CMTI-75 participants and said the team felt the need to identify the characteristics of the 1976 participants as soon as possible. He suggested that Teacher Corps would be helpful in getting that data. Finally, Gant described the agreements which had been reached on the institute's curricular design. Gant concluded by noting that there were still a number of unknown factors which would impinge on the institute design. Many of the steps which had been taken so far would necessarily be tentative until those unknowns became known.

Concepts in Organizational Theory. Next, Joyce discussed the concepts which had tentatively been identified as crucial to each strand. Those basic concepts, Joyce said, would be refined and narrowed in the actual developmental process. As it stood, Joyce said, the organizational theory strand would begin with the concept of an organization as a behavioral system. That strand would next explore the types and purposes of organizations. The processes, behaviors, and characteristics of organizations would then be considered; such concepts included the following:

- change strategies
- decision-making
- problem solving
- power and its use
- conflict management
- communication
- membership
- roles
- authority
- structure
- technology and operational processes

Additionally, the organizational theory strand would explore coping and assessment skills related to the above processes, behaviors, and characteristics. Finally, organizational constraints (i.e. space, environment, and dysfunction) would be considered. Joyce pointed out that the Design Team had not attempted to deal with all aspects of organizations. They had, however, identified a list of crucial concepts which CMTI participants would find useful in analyzing and functioning in the various types of organizations which they would encounter over the next two years.

Concepts in Teaching and Learning. The teaching and learning strand was conceived as a way of looking at the coordination or lack of coordination between objectives, environment, and learning. The strand was built around the four families of teaching models. Examination of these four families, Joyce said, would proceed from the general presentation of the families themselves to the more specific level of their application. The first family, the personalistic, is related to the Rogerian and humanistic schools of psychology. The second, the synergistic family, relates to social group processes; the third, information processing, concerns information which is being learned and encountered in various ways. The fourth family (which would not carry the weight of the other three) is the cybernetic-behavior modification approach most often associated with B.F. Skinner.

In dealing with these families, Joyce said, the CMTI teaching-learning strand would move through intermediate consideration of the transaction of teaching and learning: a) syntax (patterns), b) principles of reaction, c) the social system, and d) the support system. Finally, it would arrive at the micro-level which deals with behaviors of teachers and learners in the environment (set induction, questioning, probing); sensitivity (i.e. how to "read" the learner); directed, negotiated, and constructed behavior; and the media/materials structure. The teaching and learning substance was expected to provide the Design Team and the institute participants with their greatest challenge.

Concepts in Multi-Culturalism. The multi-cultural strand was structured to some extent by Paul Bohannon's model of two-story societies. That model, Joyce said, identifies one of society's two stories as a world community of the rich -- those who have access to society's resources, mobility, and advantages, regardless of their nationality and ethnicity. The second story is the poor, who have little or no upward access, and whose mobility across societal strata is limited, if not non-existent. Joyce said that the Design Team had identified the following multicultural concepts:

- ascribed and voluntary group membership
- identity, particularly cultural identity as a referent
- stress
- power
- conflict
- ideology
- reference groups
- constraints
- socialization
- communication
- perception
- expectation/adaptation
- stratification

The concept of community, it was generally felt, was integral to multi-culturalism; clearly, community characteristics, behaviors, and processes would surface as multi-cultural concepts were explored. Like the other two strands, Joyce said, the multi-cultural component would be strengthened by the use of the CMTI community as a unit of analysis. Additionally, special presentations and a materials center on multiculturalism were planned for the institute.

Panel Reactions. The panel members asked several questions. First, questions were raised about the study of organizations, and whether the design would consider the bureaucratic nature of organizations. The concepts listed for the organizational theory strand, it was noted, seemed to reflect a behavioral orientation to the study of organizations. They did not seem to take into account the bureaucratic structure of organizations and the constraints, resources, and limitations which are reflected by that structure. Gant and Joyce replied that the proposed design did primarily reflect a contemporary behavioral systems orientation which would look at communication and other systems analytically. Further, they said that such a systems analysis approach would emphasize the fact that it is possible for members of organizations to affect organizational systems. A hierarchical approach, they said, might initiate feelings of helplessness, since bureaucracies by their very nature are often as inhibitive as they are facilitative. The proposed approach, they said, was designed to foster not criticism and helplessness, but understanding of how to function in organizations. The goals of this approach, Joyce said, would orient participants to seeing power, not seizing it.

A second question involved the Design Team's plans to emphasize "debriefing" sessions. Joyce said those sessions would involve participants in analyzing the strand concepts and their application to the insitute and to the local project. In debriefings, participants would first analyze the process they were going through. Next, they would critique that process in light of the strand concepts as they related to the effectiveness of the CMTI and to their application in the project.

Other IRAP questions dealt with a range of design and implementation issues. One panel member asked what the team would do if Interns objected to the structure, processes, and content of the institute. The principals noted that the team had planned to reserve a day (or days) on which Interns might initiate and facilitate their own activities. That would enable Interns to directly affect the CMTI, as well as to feel a sense of participation in the institute's management. A parallel question asked whether the Design Team might be open to changing the CMTI methodologies (as opposed to its objectives) if participants voiced dissatisfaction. The Design Team representatives said that feedback was intrinsic to the debriefing sessions. The instructional staff, they said, would be responsive to critiques from the participants.

Finally, the IRAP group expressed some general concerns related to CMTI staffing. First, they said the CMTI staff should reflect a balance between various ethnic groups and both sexes; they were assured that the staff would reflect such a balance. The IRAP members' concern for identifying, selecting, and training highly qualified CMTI staff was also expressed; the Design Team representatives again acknowledged the problem of staffing and staff development, and indicated that that problem was being addressed as part of the Design Team function.

It was evident that the IRAP members and the two principals felt a commonality of purpose and a desire to keep informed of each other's thinking. Toward that end, they would meet for at least two additional briefings before the start of the CMTI. At those meetings the group would provide additional reactions, suggestions, and recommendations as to the content, structure, and process of the institute.

CONCLUSION

Planning for the CMTI continued and, in fact, intensified as the institute's starting date drew near. As each step of refinement was achieved and appropriate resources were marshalled, the initial ambiguities, uncertainties, and unknowns became more clearly defined. From Tallahassee, the Design Team members, the IRAP members, and the CMTI administrators returned to their home bases. The Design Team members had developmental assignments, as did the administrators. They would meet again in Palo Alto on June 6 and 7. The IRAP members would be brought back into the planning process on June 11, when they would again be briefed on the team's progress.

CHAPTER THREE

INTERIM PLANNING

PALO ALTO: A SECOND DESIGN TEAM MEETING

Overview

The Design Team next met in Palo Alto, California, on June 5 and 6. As a follow-up to the Tallahassee meeting, the group intended first to review progress on tasks which had been assigned at the previous meeting. They also had a great deal of new planning to accomplish. The living and learning aspects of the institute both had to be refined. The group hoped to make as many final staffing decisions as possible, to develop a Team Leader role at the CMTI, to plan staff training, and to prepare for their next steps. The Documentor did not attend the Palo Alto meeting; this brief summary is taken from interviews and informal talks with the meeting participants.

Meeting Summary

The Three Strands. The organizational perspectives group carried a half-inch-thick binder of materials to the Palo Alto meeting. The materials had largely been prepared at Florida State University, as most of the people responsible for that strand were based in Tallahassee. Additionally, five FSU graduate students helped to produce the materials and saw to many details involved in planning the CMTI. The binder was in part a report on the agreements which had been reached in the earlier meeting; it synthesized the major organizing concepts which had been discussed, and provided many details on the organization of the living and learning community. It also detailed the organizational group's view of how organizational theory might be taught through the models of teaching, which were to be used as an instructional vehicle. Finally, the binder included information on Tallahassee and FSU resources and materials which might be used at the CMTI.

The teaching and learning group, largely based in the Palo Alto-San Francisco Bay Area, had prepared their curriculum and developed further ideas for the integration of the three strands. The multi-cultural group, too, had developed integration plans, as had the organizational theory group. One of the in-group conflicts which began to emerge in Palo Alto centered on the question of which strand would serve as a vehicle to deliver the other. As one planner later said, "It became a question of which strand would be the center of the universe. Teaching and learning people wanted content from the other strands which they could deliver through demonstration of the models and peer teaching. The organizational people wanted the participants to analyze all their experiences according to the organizational implications of those experiences. Both groups were probably right."

The groups did reach some agreements in Palo Alto on the CMTI curricular design. The multi-cultural and organizational theory groups agreed to give the teaching and learning team a list of concepts around which to build demonstration and peer teaching experiences. From those lists, the teaching and learning team developed materials for use in presenting the teaching models.

Staffing and Cluster Arrangements: The Team Leader Role. The Design Team also considered staffing problems and cluster design in Palo Alto. They identified several potential staff members who they recommended to Waterman for hiring. After some initial disagreement, the group also further refined the cluster design. Views differed on how clusters should be structured and whether or not each cluster should include people specifically identified as resources in each of the strand areas. An alternative to that idea was roving resource people who would move in and out of clusters. The first plan was adopted.

The group also talked about a special role for Team Leaders at the institute. Once again, that issue was left unresolved -- and was eventually to haunt the institute planners.

Structure Versus Non-Structure. There was also some disagreement about the degree to which the CMTI should offer structured and non-structured experiences. The teaching and learning group leaned toward the goal-oriented structure which they felt was essential to communicating their content and techniques. The organizational perspectives group, on the other hand, favored a less structured institute. That, they felt, would be most effective in providing a milieu in which to learn experientially -- particularly to learn about organizations and organizational behavior.

The CMTI Schedule. Finally, the group discussed the CMTI schedule. In Tallahassee, the group had agreed on a schedule which limited the training day to eight hours, four of which would (maximally) be devoted to instruction. Now, however, the group began to add to that load, seeming to ignore their earlier agreement. In fact, planners from all three strands later said they felt that agreements which had been made in Tallahassee were ignored in Palo Alto. For many of them it was like starting all over again at the second meeting.

Conclusion. The Palo Alto meeting was not the high point of CMTI planning. Disagreements among the Design Team began to emerge as earlier decisions and agreements were voided or ignored. Virtually all the planners were later to agree that progress in Palo Alto had been minimal.

WASHINGTON: THE SECOND IRAP BRIEFING

The Briefing of Cycle XI Personnel

Overview. The second meeting between the CMTI Design Team principals and the Institute Review and Advisory Panel took place in Washington, D.C., on the afternoon of June 11, 1976. Various Teacher Corps and CMTI representatives met with the Cycle XI Teacher Corps Project Directors and their local education agency counterparts earlier that day. That session had two purposes: first, the group wished to brief the Cycle XI representatives (whose Interns and Team Leaders would be attending the institute) on the CMTI; second, there was a need to ensure Cycle XI officials' understanding of the institute.

Summary. The morning was devoted to four separate presentations:*

- An address by the Teacher Corps Director, William L. Smith, describing the background and historical development of the CMTI.
- A presentation by Floyd Waterman, the CMTI Project Director, detailing the CMTI objectives and the institute's planning process.
- A briefing by the institute's Design Team, led by that group's chairperson, J. L. Gant, in which the three institute strands were described and interrelated. Appendix C, "The Teacher Corps Training Session," describes the substance of the Design Team's briefing.
- A briefing of the Cycle XI representatives by Waterman, in which he referred to the "CMTI Fact Sheet" (Appendix D), and "CMTI Pre-Institute Contacts" (Appendix E). That briefing provided essential logistical information.

Briefing Outcomes. The morning meeting with project personnel was successful. It relayed information on the substance and purposes of the institute, as well as relevant logistical information, and questions were answered in appropriate detail. The Project Directors agreed to provide the CMTI with whatever support was feasible. Gant asked for and received lists describing what Directors wanted from the institute.

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*The Cycle XI Directors and local education agency representatives were also in Washington on June 10 for a meeting in which they received general orientation to the Teacher Corps. The June 11 meeting was an extension of the previous day's activities.

The session was instrumental in establishing mutual communication and support between projects and the CMTI, and project personnel appeared to be reassured that the CMTI would benefit their operations. Such links were crucial both to the institute and to the projects which it would support. The briefing of project personnel was a positive first step in establishing those links.

The IRAP Briefing

Introduction. The second briefing of the IRAP was conduced by Waterman, the CMTI Director, with assistance from Collins, the Facilitator. The agenda included a report on the CMTI-75 impact study and a brief description and summary of the Design Team's progress. Of course, it had only been three weeks since the two groups had met, and the Design Team noted that they had little new substantive information and few design changes to present.

However, those factors were not to predict the session. In fact, the IRAP members appeared to be both piqued by and interested in the Design Team's plans. As they were provided with somewhat more specific notions of the direction which the institute would take, they were able to offer equally more specific reactions and suggestions. As each group more clearly understood their respective roles, they also understood their tasks more clearly. What might have been a pro forma meeting thus became a working session. Members of both groups shared information and perceptions, and new ideas were generated for future action by the Design Team.

Briefing on the CMTI-75 Impact Study

A Useful Starting Point. The first presentation to the panel was made by G. Thomas Fox, the Director of the CMTI-75 Impact Study. Fox's presentation provided a historical context in which to examine the impact which a short, intensive institute might have on Interns' professional perspectives.

The Study Design. Fox began by describing the impact study design. The IRAP members had earlier been given a copy of the Fox study report,** and Fox made frequent reference to that document as he talked about the central task of the impact study: to determine the impact which a short training institute might have on the subsequent two-year training program. Because the study was to consider institute impact (as opposed to effectiveness), it did not focus only on specific CMTI objectives. Instead, the study team identified five underlying themes, "perspectives on teaching," which Interns might carry into the CMTI and which they might further develop as a result of the experience. Those perspectives were teaching techniques, curriculum design, student personal development, community involvement, and organizational development. The study team, Fox said, attempted to determine how those perspectives change as a result of the CMTI experience. This was done by using time-series analysis techniques and conducting participant interviews and observations at the CMTI and subsequently in local projects.

**G. Thomas Fox, Impact of CMTI: Description and Preliminary Analysis, Part Two of CMTI Impact Study Interim Report, Prepared for Teacher Corps, Madison, Wisconsin, October, 1975.

Findings. Fox found a discrepancy between Interns' perceptions of their own professional perspectives and those which they perceived of the teacher population in general. Additionally, Interns' perspectives on teaching changed both during and subsequent to the CMTI. That led to the conclusion that the CMTI did have a definite impact on Interns' perceptions of what teaching is about.

At the start of the CMTI, Interns clustered the perspectives into two groups. Interns saw the first group (student personal development, teaching technique, and curriculum design) as paramount in relative importance. They saw organizational behavior and community involvement as having less importance to teaching. In indicating what they thought teachers should be doing, Interns consistently identified promoting the affective growth of students as the most crucial activity. These results, Fox concluded, indicated an immediate impact of the CMTI on Intern perceptions of what is important to teaching. Fox noted that earlier studies of the Teacher Corps had shown a similar impact, but that that impact had been reported at the end of the full two-year program. While not directly contradicting earlier studies, Fox was able to identify changed Intern perceptions as early as two weeks into the program. Further, Fox noted that that change occurred quickly and even before Interns had been exposed to teachers in their local projects.

Another finding suggested a generalization about Interns' personal attitudes as they enter the CMTI -- and about the affective-community involvement goals of the institute. The Interns had been asked to rank-order the five perspectives according to tasks which teachers actually do and according to tasks which they as Interns wished to do. Fox discovered a clear discrepancy between what Interns saw teaching involved for themselves, and what those same Interns thought teachers in generally actually do. Fox noted that the teacher-Intern discrepancy was a serious question which should be further examined in relation to the CMTI.

CMTI Outcomes. Aside from those findings, the Fox team identified four general outcomes of the CMTI. The first, clearly promoted by Teacher Corps and the CMTI, was the development of a sense of community and esprit de corps. Second, the institute afforded an opportunity for multi-cultural interaction, which is limited in local projects where there are now only four Interns. That outcome, too, was desired and promoted by the Teacher Corps and the CMTI staff. A third outcome related to the discrepancy between Interns' perceptions of what teaching is about for themselves and what they saw teachers in general as actually doing. The fourth outcome was Interns' deemphasis of technique and a parallel emphasis on student personal development as important elements of teaching. In analyzing these outcomes, Fox noted that the process of the CMTI was its message; that interpersonal interaction and relationships were prominent in terms of CMTI outcomes; and that the content of technique, curriculum design, and organizational behavior were secondary to affective development and interpersonal growth.

Follow-Up Findings. Significantly, Fox's follow-up study was finding that Interns no longer drew such a sharp distinction between teachers and themselves. Further, Fox said, the organizational theory strand appeared to have given Interns the sense that they can work with teachers without negating everything they do.

A second follow-up finding related to community involvement. Fox's team had found a discrepancy between the priority which Cycle X Interns assigned to community involvement at the CMTI, what they actually did in the project, and the conscious priority which they were currently giving to community involvement. At the CMTI, Interns had reported that community involvement was highly important to teaching. On-site, the Intern sample reported that they were indeed pursuing many community involvement activities. However, they did not indicate having set a conscious priority on community involvement, and their ranking of that perspective had declined. Fox said it was crucial for the Teacher Corps to address that discrepancy. Further, he pointed out that the community involvement component is often not reinforced with a reward system, despite the fact that such involvement is required of Interns. In discussing the implications of that problem for this year's CMTI, Fox indicated there was a need to look at the meaning and relative significance of community and multiculturalism. He noted that the development of a multi-cultural/community strand was a positive step.

Conclusion. Fox concluded his briefing by rhetorically asking, "Generally, what can we say about the CMTI?" His answer: "Do it again." But Fox also indicated the need for the institute to relate the three-week experience more to the local project and the next two years. He also suggested the need for a closer interrelationship between institute strands.

Those recommendations were already being acted upon in the design for CMTI-76, as had been required in the Request for Proposals.

The Design Team Briefing

Background. The Design Team briefing of the Institute Review and Advisory Panel brought the panel up-to-date on developments since Tallahassee. At the earlier meeting, Joyce and Gant had listed concepts which would provide the foundation for each CMTI strand. They had also described a tentative institute schedule. Finally, they had oriented the group to the CMTI conceptual design. That design would integrate the three strands, principally using multi-cultural content to demonstrate and analyze the teaching and learning and organizational strands.

The CMTI Design. The integration of strands presented perhaps the largest problem to the Design Team. Gant began his briefing by further explicating the saddle stitch design. He first indicated that the organizational theory strand and much of the multi-cultural content would be related to developing participants' perspectives of organizations. The development of those perspectives would actually occur within organizations, rather than asking participants to merely study perspectives in clinical settings. The CMTI would provide its participants with a way of experiencing an organization and organizational sub-systems as they are represented by various groupings at the institute. The institute would also provide a mechanism for withdrawing from daily experiences in order to analyze concepts which were presented in that context. In order to facilitate analysis, the participants would develop appropriate tools and skills.

Gant also mentioned the need for practical experiences, such as case studies, films, and other media.

The process of integrating the three strands, Gant said, was complex. Gant indicated that the Design Team had been working on reducing the number of activities so that they could be presented realistically and effectively. Gant said the Design Team would agree upon a set of experiences which would be "givens." The institute planners would also identify a set of participant outcomes for all learners. The cluster staffs would be responsible for the achievement of those objectives within their groups; however, the means to achieving those outcomes would to some extent be developed within the clusters. In the process of developing instructional activities, cluster staffs would first be responsible for providing the given activities. Next, they might choose from additional suggested activities; finally, they would be free to develop activities which would facilitate the achievement of CMTI learning objectives.

Specific outcomes, Gant said, would be identified and made public so that participants would understand the institute design and expectations of them. The CMTI thus attempted to keep a balance between an open system (e.g. the publication of expected learner outcomes) and a somewhat closed system (e.g. clearly-stated requirements such as a specified number of peer teaching experiences for each participant).

The Social System. In developing the institute's social system, the Design Team structured many types of groups to which each participant would relate. First, the Design Team expected that the use of two separate dormitories would contribute to the clear identification and distinction between various communities. It would provide a gestalt within which to study the concept of community. Gant said that both dormitories would house Florida State University students as well as CMTI participants; the managers of each dormitory had agreed that any dormitory-based CMTI activities might also attempt to involve that dormitory's total community. Gant said that would provide an additional mix of personal experience.

Gant also noted that cluster groups would be used in the CMTI. A tentative decision had been made to split the clusters across the two dormitories in order to provide a further mix. The clusters would provide a multi-cultural home base for participants. Clusters would also be subdivided at appropriate times for operational efficiency and to further the study of groups and organizations. The decision to split cluster members into separate dormitories was made with some difficulty. The Design Team anticipated that participants might prefer to live together in clusters, for both personal and operational reasons. The option of housing clusters together (even in so insular a structure as a single dormitory floor) had been discussed, but the potential for increasing the maximum-mix was more promising than structuring insular, tightly knit clusters. The social system, of course, related to all three institute strands. Its most significant implications, however, were for the organizational perspectives and multi-cultural strands. That system, Gant said, was continuing to evolve. It would eventually determine many of the specifics of the curricular and technical systems.

The Teaching and Learning Strand. The CMTI's teaching-learning strand was clearly quite different from its two counterparts. First, it was concerned with the actual teaching skills which participants would be acquiring over the next two years. That strand was also responsible for delivering a large segment of the content in the organizational and multicultural strands. Finally, it was more structured and technical than the other two strands.

In briefing the IRAP on the teaching-learning strand, Joyce first noted that much of its design and concepts had been presented and discussed earlier in Tallahassee. Joyce reiterated the three basic teaching and learning orientations (or families) which would form the teaching-learning strand (the personalistic, the social, and information processing). Each family would be studied for two days during the three-week period, and would first be presented and then used to analyze CMTI experiences. The knowledge and skills thus developed would be further explored by the participants in their local projects. At the institute itself, the three families would be taught through demonstration by the teaching-learning staff. Interns would also be required to use the orientations themselves. Finally, the Design Team hoped to prepare Team Leaders to facilitate and monitor Interns as they studied, applied, and analyzed the techniques of each family. Unfortunately, such a role for Team Leaders was not developed in subsequent planning.

Like the other two strands, the teaching-learning strand would be developed around the cluster arrangement. Each cluster would be made up of eight or nine project teams, four instructional staff persons, and one FSU graduate student. Since each project team included four Interns and one Team Leader, clusters would have approximately fifty Interns, and the added resource of eight or nine Team Leaders. Each cluster would also be broken into smaller groups. During the two teaching-learning days each week, these sub-clusters would be taught content from the other two strands, using a particular orientation to teaching. The initial demonstration would last for one-half to three-quarters of an hour. The smaller groups would then consider the philosophical and psychological bases for the orientation. This examination would include hands-on work, readings, videotapes, and other exercises. Finally, the small group members would consider how to apply new concepts to the practice and analysis of teaching.

Once the smaller groups had this information base, they would reassemble in the cluster. The instructional staff and Team Leaders would then lead Interns through peer teaching exercises using the orientation being studied. Different participants would use different strategies within each family in order to expose each other to a large body of techniques. Each participant would thus have the opportunity to practice and analyze teaching. Finally, regular debriefing sessions would give Interns the opportunity to reflect and share their perceptions about each strategy. The debriefing sessions would focus on how Interns experience an orientation as they use it. By the third week, the team hoped that the Interns would be able to independently work through the process of learning about a strategy, practicing that strategy, and analyzing its application. Thus, an intrinsic teaching-learning goal was to provide Interns with skills in limited self-sufficiency. They could then apply those skills to their experience over the next two years, and throughout their teaching careers.

Reaction to Teaching and Learning: The Need for Follow-Up. The IRAP members were both supportive and questioning of the teaching-learning briefing. One panel member said that the institute should make a deliberate attempt to establish linkages with local projects. Those links would enable effective follow-up of the CMTI. Another member said there is a need for local project personnel -- particularly experienced teachers -- to be exposed to the teaching and learning content and strategies. That would facilitate teachers' recognition of Interns' capabilities, as well as provide experienced teachers with training.

The Design Team principals agreed that follow-up was indeed crucial. They also pointed out that the Cycle XI Team Leaders would be given specialized training at a central location in the late fall. That training would facilitate the use of the CMTI experience in Team Leaders' in-service efforts with experienced teachers. Further, the Team Leader's role at the CMTI would begin to develop skills for following up the teaching-learning strand. CMTI follow-up and linkages to local projects were clearly needed. They had perhaps until then been secondary to the task of designing the CMTI itself. Both the Design Team principals and the IRAP members, however, had voiced their shared concern, and the Design Team clearly had a mandate from the panel to plan additional follow-up steps.

"Teaching" Versus "Learning." A second reaction to the teaching-learning briefing was the perception that there seemed to be an emphasis on "teaching" virtually to the exclusion of "learning." Teaching-learning was being interpreted, it was suggested, as concerned only with "teaching." Teaching and learning as a unified concept was being deemphasized. In addition to observing, practicing, and analyzing teaching at the institute, the participants would be learning. Once on-site, they would have to consider both the unified construct of teaching-learning and learning itself. Therefore, the IRAP member said, it was important to incorporate strategies and theories of learning into the strand. That suggestion was received enthusiastically.

Content Versus Context of Analysis. Finally, one IRAP member commented on the need to maintain a balance between the content of teaching-learning analysis, and the context of that analysis. That context, it was suggested, should be made explicit in order to give Interns a clear sense of content, context, teaching, and learning -- and to enhance practice, application, and analysis in the school setting. This comment, too, was accepted readily. Joyce again mentioned the debriefing sessions and pointed out that they would be concerned with both content and context. The IRAP members commended the idea of regular debriefings.

Strand Integration. The Design Team principals repeatedly said that the organization theory and teaching-learning strands were very closely interrelated, especially as a learning context. One Design Team principal made the point that organizational theory is inherent to any examination of multi-culturalism, since behavior and differences are intrinsic to both strands. The principals also said that participants would be encouraged to look at both high- and low-structured styles of teaching and learning. Through the examination of various styles, participants would be encouraged to determine those which were most appropriate to their students, depending upon variables of culture and local communities, as well as students' and teachers' own personal styles.

General IRAP Reaction. Several IRAP members offered reactions and asked questions. One member felt it was difficult to establish a clear parallel between schools in general and the CMTI as an organization and a learning environment. There were obvious differences, he said: temporariness versus permanence, and a relatively open CMTI structure versus hierarchical schools. Beyond those, however, Interns at the CMTI would be a relatively inexperienced homogeneous group of learners who were also prospective teachers. School staffs are quite different in terms of individuals' relative experience and power, he said. The Design Team replied that the CMTI would be hierarchical in many respects. While the Interns would be homogeneous, there would also be many other tiers in the community. These would move from Interns to Team Leaders, instructional staff, Cluster Leaders, members of the Design Team, core staff, the Instructional Leader, and finally, the Project Director. Further, the principals pointed out that temporary systems like the CMTI often encourage individuals to try out new behaviors and to take new risks which they might not attempt in non-temporary systems. Finally, Fox referred to the findings of the CMTI-75 Impact Study, and said that the process of the organizational theory strand and the content of the teaching-learning strand had both been much appreciated by the Interns. But, Fox noted, the transfer of process and content from the CMTI to the local site was not automatic.

Follow-Up. The need for follow-up was again raised and reinforced. The Design Team replied that the scope of the CMTI was limited. They said the institute would not be able to help Interns fully develop coping skills; it could, however, help Interns to learn what coping is about, and to survive at the local site while they develop as individuals and as teachers. The designers also said that the institute system should not be too open, lest it establish a set of Intern expectations which were unrealistic for local sites. The planners' task, they again noted, was to help Interns see and analyze schools, rather than to train them to change those systems. While somewhat inconclusive, this discussion clearly was profitable, since it piqued the sensitivity of both Design Team and IRAP members; it made both groups aware that establishing inappropriate expectations was dangerous to the efficacy of local projects.

CMTI-Project Linkages. That discussion also raised several general questions about the linkage between the institute and projects. While the final day of the institute had been reserved for "closure," it was suggested that a single day would be inadequate for making explicit connections between the CMTI and the local project. It was also noted that Cycle XI Project Directors had asked to have access to the CMTI training materials. It was reported that these would be available through Teacher Corps Networks immediately at the conclusion of the institute.

Another set of linkages was suggested by the list of materials and resources which participants were being asked to bring to the CMTI; those included data on the local community and school. IRAP members suggested that it might also be important for Interns to take a copy of their project proposal and accompanying amendments to the CMTI. That suggestion was incorporated into the list of resources.

Finally on the question of linkages, the Design Team said that CMTI participants would keep daily journals, which would be used as a link to the local site. The discussion of linkages exemplified the sincere working relationship between the Design Team and the panel. IRAP members were willing to listen and to provide concrete responses and recommendations. Design Team members were equally willing to respond to those suggestions.

A Contradictory Design Element. Aside from the issues discussed above, the Washington meeting dealt with several other areas of mutual concern. These issues ranged from the globally philosophical to the operational. Among the former was the concern voiced by a member of IRAP that there seemed to be a contradiction between the objectives of the CMTI and the methods by which they would be achieved. The objectives, he said, were essentially democratic, participatory, and open-ended. The methods, on the other hand, were somewhat deterministic. For example, allowing (and perhaps even promoting) conflicts between sub-communities and then exploiting those conflicts for insights on organizations was incongruent with the philosophical belief of openness in the CMTI. The Design Team accepted that point, but said they did not see any design problems with the contradiction.

Conclusion. As the meeting ended, IRAP and the Design Team members planned their next steps. They agreed to meet again in Atlanta on July 24, the Saturday before institute staff training began. Additionally, the group extended its charter by deciding that a meeting after the CMTI would be useful. That meeting would be a debriefing session in which both groups could review the CMTI.

In the meantime, the Design Team would continue to further refine the institute design, and would meet in Kansas City on June 17. Given the resources and perspectives available, all indications were that CMTI-76 would repeat and extend the success of the previous year's institute. It would also aim toward developing new content and processes which would ensure the evolution of increasingly successful Corpsmember Training Institutes.

CHAPTER FOUR

FINAL PLANNING STEPS

KANSAS CITY: A DECISIVE MEETING

Overview

The Design Team principals and CMTI administrators next met in Kansas City, Missouri on June 17. That meeting was held less than a week after the Washington briefing, but was necessary, since design work was behind schedule. There were many problems -- particularly relating to staffing and the integration of the three strands -- which had to be resolved. Waterman, Nelson, Collins, Gant, Joyce, and Taylor were present at the meeting. Again, the Documentor was not present. This brief report on the meeting is based on interviews and conversations with those present, as well as on notes taken at the meeting.

Meeting Summary

Strand Integration. The group talked extensively about the integration of the three strands -- in much the same vein as in past meetings. Once again, resolution and agreements were slow in coming. Each principal had a clear notion of how his or her strand would be organized and implemented, but the group continued to have difficulty finding the most effective way to meld the three areas. The issue of which strand(s) would serve as vehicles to deliver the other(s) also continued to plague the group.

Staffing. The group also had problems in coming to an agreement about the best staffing plan for the institute. Waterman pointed out that there would be ten instructional specialists who had neither cluster nor teaching responsibilities. These would be eight FSU graduate students and two other resource people who would staff the instructional materials center. That staff group was not controversial. The group's disagreements, instead, centered on how instruction would be delivered. Joyce suggested that there were three possibilities. First, clusters could provide instruction, calling on the ten resource people for special services. Second, he said, Team Leaders might actually take a strong instructional role. Again, the resource people would support the Team Leaders and cluster staffs. Third, the CMTI could provide some large-group instruction and some support services could be provided through the clusters, with aid as appropriate from the resource people.

Others, too, had staffing suggestions. Gant said that the clusters would be a unit of planning, a unit of learning, and a unit of delivery. Additionally, he said the cluster would be the primary social system and the unit of analysis for the CMTI. That understanding reflected Gant's emphasis on the study of organizations and organizational behavior through analysis of the CMTI as a temporary system. Again, there was no resolution to the discussions of CMTI staffing and cluster arrangements.

The Joyce Withdrawal. After many hours of discussion, it became clear to the group that they held contending philosophies, each of which had its own dictates about how the strands should interface. Late in the night, Joyce withdrew from the team. He said he felt the notion of the CMTI and its design were excellent. However, he felt that the group as it was constituted was not working effectively. It was clear, he said, that his notions about institute staffing, fusion of the three strands, and achievement of objectives were not congruent with other team members' ideas. Thus, he felt the planning and execution of the institute might proceed better without him, but he agreed to provide whatever assistance might be appropriate in the future. Subsequently, the Design Team returned to its tasks and reached some further agreements.

ATLANTA: THE THIRD IRAP BRIEFING

> It is July 24, 1976. There are twenty-two educators seated at seven or eight round tables in an Atlanta hotel. Of these, three are the CMTI's Instructional Leader and its two Instructional Coordinators. Others are the project's Director, its Facilitator, and its Monitor. Another is its Documentor. Two others are leaders of the CMTI Data Collection Team. The last twelve belong to the Institute Review and Advisory Panel. The meeting has been called to brief these twelve on final preparations for the CMTI, which will begin in one week.
>
> It is a Saturday, normally a day-off for educators -- at least for non-Teacher Corps educators. But the group is pressed for time. Many of the group members have just spent seven days in Washington at the Teacher Corps National Developmental Conference. Others have been working out final plans for the CMTI and making preparations for staff training, which will begin tomorrow. No group members live in Atlanta -- they have flown into the city on Friday evening or Saturday morning. Midway through the meeting, as the group continues to discuss an overworked issue, the Documentor makes a note to himself: "It's dead." From the right, a hand reaches over to the notes with a felt pen and scribbles, "Me too!!" From the left, someone scrawls the numeral "3". The group is tired.

Background

Earlier Briefings. The Atlanta meeting on July 24 was the third IRAP briefing. The first, in Tallahassee, detailed largely tentative first steps. The second meeting, in Washington on June 11, was somewhat more specific, but the Design Team still had had many decisions to make. The frustration of dealing with vague notions had still been in the air in June. The Atlanta meeting, however, solidified many of the ideas the Design Team had only tentatively presented earlier.

Interim Developments. During June and July, the team -- particularly its principals -- worked long and hard hours to arrive at a plan which was detailed and clear, if not concise. The group had produced a 173-page book, entitled "CMTI-76". That document would be used for staff training, for orientation of institute participants, and to brief IRAP members. Additionally, the group had prepared a series of thirty-six overhead transparency slides for the Atlanta briefing.

Waterman opened the briefing by saying that the Design Team was ready to begin the CMTI. The CMTI Facilitator then reported on the Kansas City meeting, which had been intended to address design and staffing problems, particularly the problem of producing an appropriate and workable fusion between the institute's three curricular strands. Those problems had led to the withdrawal of Bruce Joyce from the CMTI team. The Facilitator noted that the division of opinion had been honest and open, and that the loss of Joyce was regrettable.

Dr. Roger Pankratz was chosen to replace Joyce. Pankratz was a logical choice, since he was on the Design Team and had worked with the teaching-learning strand from its beginnings. Additionally, he had a wealth of Teacher Corps experience; his background was in Competency-Based Teacher Education, and he had implemented the "Teaching Models" developed by Joyce and Weil. Joyce and Weil were willing to make their materials available to the CMTI, and those materials would remain integral to the instructional design.

Members of the Design Team had continued to meet after the Kansas City session. A meeting on June 23 in Atlanta, when Pankratz joined the Design Team principals, had been very productive. The group had solved its staffing problems and had nominated several individuals for Waterman to hire. The group had also agreed on a schedule of CMTI activities. Additionally, the principals and CMTI administrators, along with the Project Monitor, had identified participant outcomes and named those who would serve as Cluster Leaders.

A meeting three days later in Albuquerque was successful in reaching many important agreements on the structure and procedures of the teaching-learning strand. An all-night meeting in Atlanta on June 30 resulted in further agreements on integration of the three strands.

The multi-cultural task force met in Indianapolis on July 4 and coalesced that strand's design and implementation. Two meetings during June and July in Tallahassee had finalized site arrangements. Orientation for instructional staff had been held in Washington on July 16 and 17. That early orientation gave staff members time to review CMTI plans and materials before actual staff training began July 25. Since not all the Design Team members and principals had attended all these meetings, there were still discrepancies to be resolved. However, the group had obviously worked hard to prepare for the CMTI and the Atlanta briefing.

The Design Team Briefing

Constraints and Advantages

> Two open-air single-engine airplanes cross paths as they travel in opposite directions. Their pilots, each wearing leather helmets, goggles, and long scarves, wave to each other. The first pilot, whose plane is emblazoned "Multi-Cultural", shouts to the passing plan, "You! Hoo! Aren't you meeting the organization team and us in Albuquerque?" The second, whose plane is marked, "Teaching-Learning", shouts back, "I just left the organization team in San Francisco! I was on my way to meet you in Washington!"
>
> In late May in Tallahassee, the Teacher Corps Director, William L. Smith, spoke about the CMTI. He noted that designing it is like pouring ten pounds of sugar into a five pound bag. It is now late July in Atlanta, and Jack Gant's brow furrows as he says the design process has complicated the problem. The Design Team is now trying to pour three gallons into a one-quart jug.

Gant began his briefing by discussing the constraints and advantages which impacted on the development of CMTI-76. In that process, he drew several parallels between the first CMTI and the 1976 effort. Gant said that CMTI-75 had covered four weeks -- two each for organizational perspectives and teaching-learning. Those two weeks had been separately staffed, and were divided by the Teacher Corps National Developmental Conference. CMTI-76 would last only three weeks, would have one staff integrated across three strands, and would not be divided by any other activities. The 1976 institute was held on the campus of the University of Richmond in Virginia, and had little institutional commitment. This year the CMTI would be on the campus of Florida State University, where

Gant was Dean of the College of Education. Gant assured the group that FSU had made an institutional commitment to the CMTI.

The previous year, Gant continued, Team Leaders had received their CMTI training separate from Interns; they would be included with Interns in 1976. Finally, he reiterated the fact that CMTI-76 added a third strand (multi-culturalism) to the two which had been offered in 1975. This addition, combined with efforts at fusing the strands, had, of course, added problems (as well as advantages) to the design and implementation phases of the CMTI.

One clear advantage of CMTI-76 over the initial institute, Gant said, was the fact that the Cycle XI Interns by and large had spent between two and four weeks in their local projects before the CMTI. This meant the CMTI had been able to contact Interns (through the local Project Director) before they left for the CMTI. Interns had had the opportunity to gather information on their project and community, and to plan for the CMTI experience. Additionally, pre-CMTI contacts were facilitated, and the institute staff was able to gather data on the learning styles of Interns and Team Leaders. That data was used to plan instruction so that it was congruent with those individual styles.

Temporary System Concepts: A Definition. In his briefing, Gant said that CMTI-76 had been built on temporary systems concepts. Working with a series of overhead projector transparencies which complemented the "CMTI-76" book, Gant began by describing temporary systems as bringing together ". . . collections of people from various permanent or semi-permanent systems (i.e. schools and/or Teacher Corps projects) . . . in a compressed time frame for a specific purpose with the intent to learn and return to the permanent system and hopefully function differently in the permanent system. . . ."

Five Temporary System Stages. Gant said there are five stages to such systems: planning (which had been completed); building, operating, and closing (which were to occur during the CMTI); and following. Each of these stages breaks down into specific tasks. For example, the planning stage first involved stating the overall CMTI goals: "to gain perspectives in each of the three curriculum foci; to gain an understanding of major concepts in each of the foci; and to personalize the learnings of the individual and relate them to the back-home setting."

Once planning had been accomplished, the three stages of implementation emerged. These included building the system (e.g. role redefinition, norm formation, resource identification, and monitoring and feedback mechanisms). Operating is also a part of the implementation, and includes work-group formation, conflict management, and the development of subdesigns to deliver the overall design. As implementation ends, the temporary system (i.e. CMTI-76) would be concerned with closing the system. That would be done primarily by developing future plans and conducting evaluation. Finally, Gant noted the need for follow-up support and evaluation.

Norm Specification and Formation. One of the important planning activities of the Design Team was the specification of norms of behavior which would be promoted at the CMTI. Such norms included experimentalism, authenticity, effortfulness, interdependence, egalitarianism, inquiry, open conflict management, innovativeness, risk-taking, and living with uncertainty.

One IRAP member reacted to these norms by asking whether the Teacher Corps experience might require both independence and interdependence, since teachers must work in both ways. Gant replied that it could be argued that independence is prerequisite to interdependence. He also said that there are provisions in the design for individual choices and independent learning. The IRAP member then noted that risk-taking norms might foster independence.

That discussion related to the previous Washington briefing, when one IRAP member, a Teacher Corps Project Director, had voiced his preference for a tightly-knit project team. He had said he would prefer having a strong team return to his project. In fostering interdependent norms, the CMTI Design Team had played a part in forging strong project teams which would work closely together at the institute. It was hoped that they would continue working together once back in their local projects.

Temporary Systems and CMTI Follow-Up. To a large extent, the CMTI-76 temporary system had been based on the findings of a National Science Foundation study of summer institutes similar to the CMTI. Gant noted that the focus of the NSF study had been on a crucial failing of such institutes: their lack of follow-up with participants once the summer had ended. In capitalizing on the NSF study, the Design Team had attempted to structure an institute which would respond to the need for follow-up. However, the CMTI mandate was limited to its actual operation, and the institute and its staff would self-destruct on August 20. Gant said this meant the CMTI design could do little more than give its participants hints for following up their summer experience. Gant also recognized the fact that much more work had been done on planning and operating the temporary system than on following it up. The need to follow up the CMTI in local Teacher Corps projects was a major concern of the Atlanta IRAP meeting, as it had been at the two previous meetings.

The Design Team's final transparency slide assigned the responsibility for follow-up to four domains: the Teacher Corps itself, the Teacher Corps Regional Networks, the Follow-up Team Leader Training Workshop to be held in November, and to the CMTI itself. Gant pointed out that the CMTI's sole responsibility was to make institute materials available for local project use. The vagueness of this planning for follow-up was disturbing to the IRAP, particularly since it seemed to be a weakness which was intrinsic to temporary systems. Additionally, IRAP members had raised the question in their previous briefings. G. Thomas Fox, in his briefing to the IRAP on the impact study of CMTI-75, had also raised the problem, and recommended that more be done to follow up the institute.

Several panel members said that if the CMTI experience were beneficial -- and they believed it was -- then that experience should be used in the institutions to which Interns and Team Leaders were returning. Group members also suggested that the wealth of resources which had been put into planning and implementing the CMTI should also be applied to follow-up activities. In response to that notion, a member of the administrative staff pointed out that the Team Leader presented a logical bridge between the CMTI and the local project.

Gant also suggested ways in which the CMTI could facilitate project follow-up. First, he said, the CMTI newsletter and other CMTI materials could be mailed to Directors. Others in the group suggested that Directors could be briefed through the Regional Networks.

Finally, the CMTI Facilitator referred to the documentation film which would be made at the CMTI and disseminated through the Networks to local projects. That film, he suggested, would facilitate Interns' reentry to the local project. It would also inform the local project staff about the CMTI and its activities.

The Institute Design

> Back on June 30, the Design Team principals had stayed up all night in Atlanta, working to finalize the integration of the CMTI's three strands. Roger Pankratz had returned home just in time to get to work. He spent the day in his office and then went home to bed. The telephone rang. Pankratz summoned his courage and lifted the receiver. "Hi, Roger. This is Jack Gant. Whatcha doin'?" Roger groaned.
>
> Now, on his next trip to Atlanta, Pankratz is telling the story. His pride is obvious as he recalls the agony of putting together CMTI-76. He is proud, too, of the team's achievement. Most of all, he seems proud of the team's hard work and their willingness to do that work together.

Pre-CMTI Data Planning. In his briefing, Gant said that data planning was crucial to each stage of the CMTI. In planning the institute, the Design Team had gathered several types of data from Interns and local projects in order to ensure a CMTI which was relevant to its clientele. The team had asked Interns to provide demographic data on themselves, their schools, and their communities. This information was used to form clusters, the basic unit of instruction at the institute. These clusters would be balanced for ethnicity, geography, project foci, and types of project sites (i.e. urban, rural, bilingual, and reservation).

Using that data, the team built eight clusters. These were staffed by one Cluster Leader, three additional instructors, and an FSU doctoral student (shared by two clusters) who would provide instructional assistance. As learners, each cluster would have 32 to 36 Interns and seven to nine Team Leaders.

Additionally, the Design Team sent questionnaires to each participant in order to gather data on individual learning styles. That data included information on the ways in which participants felt they learned best, as well as the learning activities which they most enjoyed. These activities included reading, group discussions, lectures, and individual learning experiences. These data were analyzed by clusters, and the cluster staff then designed experiences which were compatible with those styles.

Data Planning During CMTI. During the institute, data would be gathered in several ways. First, each project would subscribe to its local newspaper. As they were received at the CMTI, these papers would be used to study the project community. Likewise, data on the local community would be available through the telephone directories which teams were instructed to take to the CMTI from their project communities.

Each CMTI participant would also write a daily log during the CMTI. These would supply the cluster staff with data on learners' reflections on their experiences. Students' peer teaching activities would also be videotaped. That data would be useful to the CMTI staff in assessing learner progress. Finally, data collections were planned for each of the three CMTI curricular strands. Post-CMTI data would be collected and reported by the Data Collection Team, which is described later in this chapter.

Institute Staffing: The Selection Criteria and Process. The CMTI Director, Facilitator, and Monitor had met in Atlanta on June 23 with the Design Team principals to identify those who would serve on the institute's instructional staff. At that meeting they had brainstormed a long list of candidates and reviewed an equal number of recommendations. They voted for selection of an appropriate number of those candidates. Next, they had reviewed their selections and balanced the staff for factors of sex, ethnicity, and geography -- always keeping in mind that excellence was the primary selection criterion. Having thus completed staff selection, the group computed the percentages of both sexes and the several ethnic groups which would staff the institute. In Atlanta, Gant reported to the panel members that 45% of the staff would be female, 55% would be male, 30% would be Spanish surnamed, 25% would be Black, 35% would be white, and 10% would be Native American. Two staff members in each cluster had experience with the "Models of Teaching" which formed the basis of the teaching-learning strand. One additional person in each cluster had expertise in multi-cultural education, and one had a background in organizational theory. It had also been desirable, and in many cases possible, to hire staff who had experience with more than one of the institute strands. Each cluster would be divided into four core groups, each with its own instructor and ten to twelve participants. Gant said the majority of the CMTI staff came from universities or school districts. Others were consultants in organizational theory.

The CMTI Schedule. Gant said the CMTI design was divided into themes for each week. Week I would deal with the individual; Week II concerned the school; and Week III would extend further outward to the community. Each week was broken down into three learning modes. First, time was allotted for total-CMTI meetings. At other times, participants would meet by clusters (the vast majority of the time). Finally, participants would also learn alone or informally in other types of groups, such as local project teams. The overall CMTI schedule is included as Appendix F.

The schedule indicated that participants would be spending up to eight-and-a-half hours each day in various CMTI activities. That schedule was quite different from the schedule initially suggested in Tallahassee, when four to six hours per day had been identified as the workload norm. Later, in talking about that change in plans, Gant explained that such a heavy schedule had become necessary if the CMTI were to fit the three gallons of content into the one-quart CMTI. There would be room to negotiate the schedule within clusters. Each cluster would work toward the same outcomes, but the means and scheduling of activities would be determined through negotiation, and could be expected to differ widely between clusters.

Determination of Cluster Progress. The fact that clusters would be working toward the same outcomes but using different means and schedules raised the question of how their progress would be determined. One IRAP member asked whether there might be evaluation at the end of each week to determine whether CMTI objectives were being met in the clusters. In reply, Gant suggested that learner logs would be an effective vehicle for gauging the degree to which individuals had progressed. He also pointed out that time was allotted each Friday for a "Week in Review" session. It was hoped that each sub-unit in the clusters would assess its progress on those Friday afternoons. Additionally, project team meetings would provide for evaluation of the CMTI's usefulness in local projects.

Waterman pointed out that a Data Collection Team would be on-site for the entire CMTI. That team would provide the staff with some data on participant progress, as well as other institute dimensions. Such data would be provided midway through the second and third weeks, he said, and could be helpful in determining progress.

In discussing the assessment of teaching-learning outcomes, Pankratz said that his group would have some indication of the quality of participants' peer teaching and other activities. He said that participation in those activities would indicate learners' exposure to the various models, and that there would be some general indicators (e.g. amount of time spent in a given activity) of the degree to which learners had achieved the stated outcomes. Additionally, peer feedback was built into the peer teaching activities; as one of the strong features of that approach, the feedback cycle was expected to yield a clear indication of individuals' progress in the teaching-learning strand.

The CMTI Social System: Housing. The Design Team reported that they had devised a plan which would allow each CMTI participant to choose a roommate from a different project. (Each participant had previously been asked whether they objected to living with someone from a different project; none had objected.) Participants were to choose roommates as they became acquainted during their plane trip and during registration at their dormitory. While maximum mix of geography, projects, and ethnic groups was the objective of this plan, the institute designers indicated that the maximum mix plan did not extend across sexes.

Housing was arranged so that all five team members from the local project lived in the same dormitory. One-half of each cluster would live in Cash Hall; the other half would live in Osceola Hall. That arrangement was designed to further the maximum mix, while contributing to the project team-building goals of the CMTI.

Social System Management and Conflict Resolution. During his briefing, Gant described the structures which had been designed to manage the CMTI and to deal with possible system conflicts. Concerns and problems related to living (e.g. dormitories, facilities, recreation, etc.) would be referred to a Living Council. That council would be made up of the Instructional Leader, one Instructional Coordinator, two cluster representatives, one Team Leader, and three Interns each from Cash and Osceola Halls. Issues related to learning would be referred to a similar Learning Council. That council would be made up of the Instructional Leader, two Instructional Coordinators, the eight Cluster Leaders, one Team Leader, and one Intern from each of the two dormitories.

Gant pointed out that the Living Council had a large representation of Interns, while the Learning Council was primarily made up of instructional personnel. That arrangement, he said, was most appropriate to the concerns of each council. Problems which could not be resolved in these councils would be referred to the Coordinating Council. That council would be made up of the Director, the three Design Team principals, the project facilitator, eight Interns, the eight Cluster Leaders, and two Team Leaders.

Closing The CMTI Temporary System

Gant said that ten hours had been allotted for closing the CMTI and relating it to the back-home setting. Those activities would be held during Week III, on Thursday evening and all day on Friday. The bulk of that work would be done in clusters by project teams. Closing would include review of the CMTI experience, particularly as it related to temporary systems. In addition to a total-CMTI presentation by an organizational development consultant, this time would include administrative closing activities such as housing clearance and dormitory check-out arrangements.

CMTI Documentation and Data Collection

Documentation. After the Design Team presentation, Nelson, the Project Monitor, spoke briefly to the panel about the need for documentation of CMTI planning and operations. Reviewing the rationale for documentation (presented in the Preface of this report), Nelson reminded the IRAP that this written report was being prepared in order to provide various constituencies with details of how the institute had been planned. Second, she said, there would be a film crew on-site at selected times during the CMTI. The crew and its producer would be following and documenting the experiences of institute participants. The resulting videotape would provide local projects and the educational establishment with an orientation to the CMTI. The videotape would additionally be helpful in achieving some of the follow-up needs of the institute, as well as again modeling the demonstration process.

Data Collection as Documentation. There was also a third form of documentation which would be performed at the CMTI. This was the collection of data related to the objectives of the event and participants' perceptions about the efficacy of various training activities. The CMTI Data Collection Team would be led by Ted Andrews, Brenda Bryant, and Robert Houston.

The Data Collection Team Briefing

Areas of Data Collection. Andrews began the Data Collection Team briefing by referring to Waterman's charge to him. He said that data would be collected in six areas: 1) on the objectives and purposes of the CMTI; 2) pre-CMTI data from Interns on their expectations of the institute, their expectations of Teacher Corps, and their knowledge of the three content areas; 3) post-CMTI data from Interns in those three domains; 4) descriptive data on institute learning activities; 5) descriptive data on interactive processes; and 6) data on the relationship of the CMTI to local projects.

Data Collection Assumptions. Andrews said that the Data Collection Team had based its plan on five assumptions: 1) that the clients of the study would be Teacher Corps Project Directors; 2) that data collection would involve little disruption of the instructional process; 3) that the effort would gather objective data; 4) that the team would involve the CMTI faculty in the actual design of data gathering as much as possible; and 5) that the team would not make extra work for the faculty.

Data Foci and Collection. Andrews said that the data gathered would have three foci: the Intern, the CMTI, and the local project. These data would be gathered by a questionnaire of 50 to 100 questions related to each institute strand. The Interns' questionnaire would be administered as Interns arrived at the CMTI, midway through the institute, and on the last day of the CMTI. The questions would be multiple choice, and would be reviewed by the faculty to ensure their validity to each strand. As Waterman had noted earlier, questionnaire results would be provided to the faculty during the week immediately after their administration. That would give the faculty feedback on participants' success in meeting institure objectives. Andrews noted that the institute participants had already been impacted by CMTI materials which had been sent to them. That, he said, meant that pre-test data would reflect the earlier contact. To hope for pure baseline data, he said, would be unrealistic.

In addition to questionnaire data, Andrews said the team's staff of six would make daily samples in as objective a way as possible to determine informal institute interactions and processes. He also said the team would attempt to report that data back to the faculty as quickly as possible. Andrews said the team -- depending upon its final composition -- would also attempt to sample between eight and ten instructional activities and two to five informal activities each day.

Finally, Andrews said, the team would be sharing data collection results with local projects. That, he said, would attempt to determine the degree to which CMTI learning was relevant to the local site. Of course, such an effort would also assist local projects in their follow-up of the CMTI.

Data Collection Follow-Up. As a part of their follow-up study, Andrews said the team anticipated visiting eight projects between four and six months after the CMTI. At that time, interviews would be conducted with all of the Interns and Team Leaders in those projects who were institute participants, as well as several project-related personnel. This later data-gathering would be designed to determine the long-range impact of the CMTI.

General Reactions. Waterman had earlier pointed out that Andrews and Bryant had been on the organizational perspectives staff of CMTI-75. They were thus aware of what the CMTI would entail and were sensitive to staff members' possible resistance to intrusions by Data Collection Team members. An IRAP member further raised the problem of intrusiveness. Andrews assured her that the team would do its best to work with faculty to schedule data collections within clusters so that they interrupted the instructional activities as little as possible.

Another IRAP member suggested that the participants' daily logs would possibly be a further source of data for use by the team. Andrews replied that faculty members, in their earlier briefing by the Data Collection Team, had raised that possibility. However, he said, he did not know whether such data would be appropriate to the team's purposes. If it were, he said, the team would plan to use it.

One IRAP member asked whether it was appropriate to gather aggregate data on the total group of CMTI participants, as opposed to gathering data by clusters. Since clusters would be using varied instructional activities and modes, it was suggested that gathering data by clusters might be a useful way of determining which modes were most effective for the CMTI. Gant pointed out that each cluster was sub-divided into four core groups, which meant there would actually be 32 groups pursuing different instructional modes. Attempting to gather and aggregate data by those 32 groups, he said, would greatly complicate the data collection process.

Summary

The Design Team had prepared well for this final pre-CMTI briefing. Gant later said that perhaps the briefing on temporary systems concepts should have been made at an earlier IRAP meeting. That would have been effective, since it gave the IRAP members a context in which to view the total CMTI design. However, it was also an effective presentation at this point, on the eve of staff training. Its effectiveness was enhanced by the fact that in Atlanta the team was prepared to present specific plans for the CMTI and to relate those to the temporary systems concepts which had guided their development.

During the Atlanta meeting IRAP members frequently commended the Design Team on its ability to plan effectively despite many constraints. The initial meeting of the two groups in Tallahassee had surfaced many feelings of ambiguity about their respective roles and relationships. At that meeting, the two groups seemed aligned in adversary roles. As the two groups' relationships evolved over the next two meetings, they had come to more clearly understand their relationship and their obligations to each other. One Design Team principal was later to say that the IRAP had been particularly helpful in two ways. First, it had offered substantive reactions and suggestions. Second, it had forced the team to be accountable and to keep to their schedule, since the next IRAP briefing seemed always to be looming on the horizon. IRAP members, too, expressed changed attitudes as they commended the Design Team on its progress and the CMTI plan which had emerged.

CHAPTER FIVE

WASHINGTON: A FOLLOW-UP IRAP MEETING

INTRODUCTION

Background

The follow-up IRAP briefing was held on September 27, 1976. According to the temporary systems theory and terminology which guided CMTI-76, the institute had self-destructed over a month before. After August 21, the institute's leaders had time to reflect on the CMTI's events, successes, and problems; by late September they were ready to share their perceptions and reflections with the IRAP.

As a post-mortem, the September meeting reviewed the institute and attempted to link planning with implementation. Where previous meetings were concerned with what would happen at CMTI-76, the Washington meeting revealed what had happened there. More important, since the meeting participants had had several months' involvement with the institute, they were in an ideal position to offer suggestions for planning and implementing CMTI-77.

Meeting Participants

The follow-up meeting was a report on events rather than plans, and was therefore quite unlike its predecessors. Many of the people who had reviewed and advised on CMTI planning were not present: only half of the fourteen IRAP members were in Washington. The remainder had other commitments and were unable to attend the meeting. Several members of the Teacher Corps staff attended the meeting, however, including the program's Director. The Washington group in particular stood to gain important information for use in planning CMTI-77.

Agenda

The meeting began by viewing a rough "answer print" of the CMTI documentation film. The film was not in its final form and several changes remained to be made, but it gave the IRAP and Teacher Corps staff members a feel for what had happened at the institute. Additionally, of course, it gave those present an opportunity to suggest revisions for the film. After the film, the CMTI Data Collection Team reported on its findings and progress. Finally, there was a general discussion of CMTI-76 and its implications for future institutes.

THE DATA COLLECTION TEAM BRIEFING

The Data Collection Team reported to the IRAP, the CMTI management, and members of the Teacher Corps staff. That report will not be summarized here, since the team prepared an extensive data collection report.

A brief description of the presentation should suffice to reflect the positive feelings and good working relationships between the Data Collection Team and the other CMTI parties.

Theodore Andrews began by describing the means by which data had been collected at the CMTI. Andrews said the team had attempted to rapidly report back to the instructional and management staff on participants' perceptions of CMTI learning and living processes. The team had been successful in that aim, providing periodic feedback. Waterman noted that the team and its information had been very helpful to CMTI management and instruction.

Next, Brenda Bryant reported on the narrative description of the CMTI. That narrative would be written from extensive interviews, post-test essay instruments given to participants, a large volume of walk-through observation sheets, and a large number of in-depth (eighty minute) observations in the eight clusters. The narrative description would intend to capture the essence of the CMTI, reporting what was supposed to happen at the institute and what actually did happen.

Finally, Robert Houston reported on the analysis of data. He distributed several statistical charts with narrative descriptions which detailed CMTI findings in several domains. Houston also offered some advice for CMTI-77. First, he said, the ethnic mix was a definite strong point; that should be maintained. Second, he said the institute had done many things well; those should be repeated. Finally, Houston said there is a definite need for Team Leader experiences which differ from Intern experiences. At the same time, the two groups should share many common learning and living experiences at the CMTI.

In its subsequently published report, the Data Collection Team made the following summary statement:

> The growth and learning that occurred among participants during CMTI was a result of the interaction of people and resources in the well-planned temporary system. The design placed the responsibility for teaching with the instructional staff; the responsibility for learning was placed with Team Leaders and Interns. When resources were made available to teachers and learners, participants began to acquire ownership of the system and to practice the norms established for that system. Objectives were clearly stated; instructors were skilled in designing activities to meet the objectives; participants worked enthusiastically to accomplish tasks. The impact of CMTI was significant to everyone involved.

Smith and others commended the Data Collection Team. Smith said he was very pleased with the team's work and the way they had functioned at the CMTI. He said they had not only been unobtrusive, but also had contributed to the smooth functioning of the institute.

The IRAP members were pleased and impressed by the Data Collection Team report. One member in particular had been concerned in Atlanta about the degree to which the team would be able to analyze and report on the CMTI outcomes, since evaluation was specifically not the task of the data collection effort. In Washington, that member said he was impressed with the depth and extent to which the Data Collection Team had gathered and analyzed data -- and still stopped short of evaluation.

RECOMMENDATIONS OF CMTI LEADERSHIP FOR FUTURE CORPSMEMBER TRAINING INSTITUTES

Floyd Waterman, Project Director

Application of the CMTI to the Local Project. Floyd Waterman, the CMTI Project Director, first noted that more concrete steps should be taken in the future to relate the CMTI experience and learning to the local project site. Like others among the CMTI leadership, he felt team building had been a weak spot in CMTI-76.

The Temporary Systems Orientation. Waterman praised the temporary systems orientation, and said it had been helpful in many ways. In particular, it had facilitated design and management processes; however, Waterman pointed out that one of the basic temporary systems concepts, the egalitarian norm, was in some ways unfeasible in the CMTI. That was true, he said, because Team Leaders and Interns are not equal in experience and cannot be expected to adhere to egalitarian norms. That, of course, was particularly true of Team Leaders, who sometimes resisted the egalitarian concept.

Staff Training and Selection. Waterman also said that future CMTI staffs should receive more training, and that Cluster Leaders should be selected early in the CMTI process. Early selection would also provide an additional resource for the final stages of institute planning.

Waterman also said he felt one of the strengths of CMTI-76 had been the cultural mix of its staff. That mix, he said, should continue to be one of the goals of CMTI staffing.

J. L. Gant, Instructional Leader

The Temporary Systems Orientation. Gant had been a strong advocate of the temporary systems orientation. He said that next year's institute should also follow that orientation, since it had been beneficial to understanding and implementing CMTI-76.

Instructional Materials. Gant praised the resources and materials which had been available at the CMTI. The quality of materials, he said, had been extremely high. While not recommending that there be fewer materials at CMTI-77, Gant said that institute designers should minimize the addition of more materials.

Application of the CMTI to the Local Project. Gant said that CMTI-77 should devote more effort to relating the CMTI to the local project. That would probably require Cluster Leaders to structure specific activities which would concentrate on the relationships between the CMTI and the local project, as well as on the application of CMTI learning to project realities.

JoAnn Taylor, Instructional Coordinator

Learning Strategies Within Clusters. JoAnn Taylor, the Instructional Coordinator for the multi-cultural strand, pointed out that each cluster had pursued the common institute objectives differently. That approach had many advantages, particularly in a temporary system. However, Taylor suggested that next year the CMTI designers might wish to consider standardizing strategies so that there was less variation between clusters.

Balancing Cluster Staffs. Taylor also suggested that steps be taken next year to balance the CMTI cluster staffs. She said that staff training might begin earlier and last longer in order to enable the CMTI management to identify the strengths, skills, and backgrounds of staff members and to develop clusters which were balanced according to curricular strands, group process skills, and other abilities.

Roger Pankratz, Instructional Coordinator

Early Planning. Roger Pankratz was the Instructional Coordinator for the teaching-learning strand. His first suggestion for CMTI-77 was that its planning begin early. Pointing out the complexity of melding three curricular strands, Pankratz suggested that designers in each of the three areas must first be able to trust each other. Mutual trust, he said, would come from establishing a common set of objectives, from which an integrated curriculum could be designed.

Instructional Materials. Pankratz said he felt there was an overabundance of instructional materials at the CMTI. He suggested that the most important and worthwhile of those materials be sifted out and used in future institutes.

CMTI Outcomes. Finally, Pankratz raised the question of who should identify the CMTI outcomes -- the givens which dictate the institute design. He said the essential question was whether those outcomes should be specified in the Request for Proposals, or whether they should be stated by the Design Team. He said he would prefer the Design Team had some input into the identification of outcomes.

Paul Collins, Project Facilitator

CMTI Management. The CMTI Facilitator began by saying that the CMTI had been very well organized and implemented. Next year, he said, he hoped the advances which had been made in overall management could be extended to the management of instructional objectives and strategies, which he felt could be improved.

Staff Training and Organization. Collins said he was impressed by the quality of the CMTI instructional staff. He said he would, however, recommend several changes in the staff's training and management. First, staff training should be longer and more rigorous. Staff members should also interact more during training and planning in order to share teaching strategies, materials, and knowledge about concepts. Additionally, the longer training period would make it possible to carefully assess staff members' strengths and to distribute those strengths across clusters, upgrading the overall quality of instruction at the CMTI.

Instructional Materials and Their Use. Collins said the materials at the CMTI were of extremely high quality. However, some of the instructional materials were not well organized and were too plentiful to be used directly in instruction. Next year, Collins said, there should be fewer, better organized materials which are chosen for their relevance to institute objectives and design.

Collins also suggested that, if possible, CMTI-77 should contact participants earlier so that they could be given a basic collection of materials in advance. That would mean all CMTI participants would have common background readings.

Team Leaders at the CMTI. Collins said that Team Leaders at a CMTI have many needs which differ from Intern needs. The 1976 Design Team's emphasis on egalitarian norms had in large part precluded any special attention to those needs. However, Collins said, there should be some recognition and accommodation of unique Team Leader needs. Such special attention should not preclude shared learnings with Interns, he said.

CMTI Scheduling. Collins closed his briefing by saying that the CMTI in 1976 had been an intense, heavily scheduled three weeks. In 1977, he suggested, there should be more time allotted for leisure, reading, and reflection.

TEAM LEADERS AND INTERNS IN AN EGALITARIAN SYSTEM

Special Team Leader Needs

It had often been said throughout the CMTI planning that Team Leaders have special needs; there are three such areas of need. First, Team Leaders need to cover much of the curriculum offered to Interns; however, it should also be recognized that some of that curriculum is repetitious for Team Leaders. Second, Team Leaders need recognition as experienced teachers. That recognition suggests their use as back-up instructional staff, whether at the level of the cluster, the core learning group, or the project team. Finally, Team Leaders have a special need to understand their new role in the local project. Team Leaders attending the CMTI have no previous experience with Teacher Corps projects, and have only vague ideas of their responsibilities. They know little of what is expected of them, and feel the need for some direction in their role. Several people felt those needs should be addressed at the CMTI. With the complete integration of Interns and Team Leaders, however, it was not feasible to address those needs.

Smith agreed with that point and said that Team Leaders also need training in small group dynamics. Further, he said, Team Leaders need preparation for working with both experienced teachers and Interns. The Data Collection Team, too, said that the CMTI should offer Team Leaders their own set of learning experiences as well as experiences common with Interns.

The Egalitarian Norm

There was not a concensus about the need for special Team Leader training. The egalitarian norm which had been specified for the CMTI suggested that any special treatment for Team Leaders was antithetical to the temporary system design. There were thus some problems with Team Leaders receiving special leadership and supervisory training before the CMTI. Of course, separating Team Leaders from Interns during the CMTI was even less acceptable if the egalitarian norm were to be adhered to. Smith raised the possibility of keeping Team Leaders an extra week at the end of the CMTI. Gant suggested that Team Leaders would not react favorably to the extra week.

In stressing the importance of maintaining the egalitarian norm, Gant said that norm was used to create a bond between the Interns and Team

Leaders in order to prevent conflict among the team in the project. He said that if conflicts must exist, he would prefer they exist between the Team Leader and the rest of the project staff, rather than between the Team Leader and the Interns.

Waterman, however, pointed out that the Team Leader does in reality have a different role from Interns. That role, he said, is hierarchical, rather than egalitarian. Waterman suggested that supervisory training might be most effective if it were provided to Team Leaders before the CMTI. Team Leaders could thus acquire both supervisory and small group process skills and would be ready for their instructional role at the CMTI. That way, Waterman said, the Team Leaders' authority would arise out of their competence, rather than from their job title.

Smith then suggested that it would be particularly relevant to consider elements of small group processes within the context of organizational theory. That perspective, he said, would be particularly relevant to Team Leaders' needs, both at a CMTI and in the local project. Smith concluded by saying that such a mode might be effective in working toward colleagial relationships. Those relationships, he said, are built on teamwork -- teamwork which develops when Team Leaders and Interns work together toward common goals, if not always on an equal basis.

TEAM LEADER FOLLOW-UP TRAINING

The discussion of Team Leader roles at the CMTI was directly related to the follow-up training which they would receive. That training was designed to give Team Leaders additional supervisory and small group process skills, particularly as those skills relate to transmitting CMTI experiences into the local project. The Team Leaders who attended CMTI-76 were given that training during the week of November 7, 1976.

CMTI FOLLOW-UP IN LOCAL PROJECTS

> The CMTI is effective because it offers Interns and Team Leaders new information and training. Unfortunately, that experience has not been available to local projects in the past. We have had great difficulty in forging links between the CMTI and projects, and that has caused projects and schools in some cases to be threatened by the CMTI. The CMTI was not designed to threaten, but during the first institute we could only offer verbal reassurance to local projects; we could not capture the CMTI experience and report it to projects.
>
> This year we need to consider follow-up. We must directly relate the three-week CMTI experience to the next two years. One way of doing that is to provide opportunities for the project staff to benefit from some of the CMTI activities.
>
> -- William L. Smith
>
> Remarks to IRAP and CMTI
> Design Team
> May 26, 1976
> Tallahassee, Florida

The Need for Follow-up

During previous meetings, several IRAP members had raised the question of CMTI follow-up in local Teacher Corps projects. In particular, many group members had been concerned that the institute's benefits might fade once Cycle XI Interns and Team Leaders returned to their local sites. Additionally, there was some concern that local projects might resist the new learnings of Team Leaders and Interns, since the bulk of the local staff had not been at the CMTI and was unaware of its curriculum and processes.

Tentative Plans

The IRAP members were briefed on tentative plans which had been made to provide follow-up in addition to the Team Leader training. The Regional Teacher Corps Networks would be used to facilitate technical assistance to a training cadre drawn from projects within each network. Training cadres would be developed for each of the three institute strands. Funds for that follow-up training had been budgeted at the network level.

Additionally, efforts were being made to further develop the CMTI-76 materials. The organizational perspectives materials were already well organized, since CMTI-75 and subsequent work had emphasized materials for that strand. The teaching-learning materials, too, were adequate at this point. However, the multi-cultural materials were in need of evaluation and organization. Those materials would be further developed as soon as possible and field tested during the year. A cadre of trained consultants would assist with this field testing and provide feedback to the editors of the materials.

SUMMARY

IRAP Reactions

The IRAP members were clearly pleased with the reports they were given on the processes and results of the CMTI. Several mentioned their pleasure in knowing that the extensive planning process had resulted in an effective institute. By and large, the members made it known that they felt the Design Team principals and others had responded appropriately to their criticisms, suggestions, and praise.

Recommendations for CMTI-77

The participants in the follow-up meeting collectively offered several recommendations for future institutes; those recommendations are synthesized here:

- An early start is essential to an effective CMTI.
- Careful staff selection and rigorous training are extremely important.
- The CMTI should work toward developing coordination and sharing among Cluster Leaders in order to facilitate successful practices and share solutions to common problems.
- CMTI materials should be reviewed in order to identify those which are most effective and appropriate to institute objectives. Additionally, the materials should be organized and structured to facilitate CMTI instructional modes and outcomes.
- The unique needs of Team Leaders must be addressed, both through the CMTI and through additional supervisory and small-group process training.
- The temporary systems orientation to the CMTI may need re-examination and modification. Some features of that orientation -- particularly egalitarian norms -- appeared to inhibit some CMTI

objectives. There was some disagreement among the group on this question, however, and it was also suggested that the egalitarian norm facilitated CMTI objectives in other dimensions.

- The intense schedule of the CMTI should be modified to allow time for leisure, reading, and reflection.
- There is a crucial need to relate the CMTI experience to the local project and to follow up the CMTI in those projects.
- The multi-cultural mix of the CMTI participants and staff was an important feature of the institute and should be maintained and enhanced.

Many of the steps suggested by this list of synthesized recommendations were already underway. For example, the follow-up Team Leader training would be implemented in early November. Follow-up of CMTI experiences in local projects was also in the planning stages, and would begin during the winter. The review and revision of CMTI materials would also begin soon. Thus, the CMTI leadership had already begun the work of looking ahead toward future institutes and the improvement of the model.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

These conclusions and recommendations are drawn from the experience of both the CMTI planning and its implementation. This report assumes that there will be a CMTI-77 and that these recommendations will have some meaning for the planning and execution of that effort. The third institure will no doubt be different in some ways from its two predecessors. The nature and degree of those differences is not known at this time; this report is therefore operating on the assumption that the essential structure, goals, and content of the institute will remain consistent, if not identical.

The conclusions and recommendations in this report are drawn from several sources. First, Chapter Five of this report synthesized several recommendations made by the institute's instructional and administrative staff. Those will not be discussed here, since their repetition is unnecessary. Second, recommendations for this chapter have been gathered in interviews, conversations, and debriefings with all of the CMTI's principal planners and administrators, as well as with the FSU graduate students and other CMTI personnel. Finally, recommendations are drawn from this writer's experience as an observer of the planning and execution of the CMTI.

WHEN TO START?

Conclusion

There was not enough time to plan the CMTI. That, of course, is not unusual for such complex educational endeavors. As is often the case, the intricacies of the Federal bureaucracy make a convenient scapegoat for planning delays. After the CMTI contract was let, however, the planners were faced with the problem of getting several very busy people together in the same room at the same time. Once that was accomplished, there never seemed to be enough time for planning. Decisions were often delayed simply because planners had to rush off to their regular jobs in faraway places. Despite several planning meetings, many telephone conversations, and a great deal of individual work, June found the group behind in its planning. Faced with reality, the group finalized its plans in June and July -- working sometimes on holidays, and sometimes all night.

Recommendation

The CMTI Request for Proposals should continue to require that proposals include the basic institute design. Going beyond previous years, however, future Requests for Proposals should require even more detailed plans and designs for the CMTI. In that way, the actual design of a living and learning community can be accomplished even before the contract is let. That would give the contractor a head-start on planning, eliminating many design tasks from the contract itself. Additionally, of course, potential contractors could be judged on the basis of their CMTI design, their conceptual understanding and handling of the problem, and on other factors.

HOW MUCH CAN A CMTI DO?

Conclusion

The CMTI is an ambitious undertaking. It attempts to produce a large number of relatively sophisticated outcomes, to explore a great deal of content, to exploit a wealth of instructional materials, to offer a wide range of activities, and to develop many participant skills. Certainly the ambitions of the institute are to be applauded -- as is the worth of its processes. However, the attempt to put ten pounds of sugar into a five-pound bag -- or to fit three gallons into a one-quart jug -- is certain to encounter problems.

The excellent quality of the CMTI materials, the worth of its projected outcomes, the excitement of its activities, and the importance of its content make their abundance even more problematical. Many participants said that they would wait and read their materials when they returned to their projects. Yet the realities of life in a Teacher Corps project suggest that many materials will not be read for at least two years.

Many worthwhile activities and objectives were lost in the wealth of their less worthy counterparts at the CMTI. A reasonable quantity of offerings which is actually experienced is certainly more useful than an unreasonable quantity which is not experienced -- or is only superficially experienced.

Recommendation

CMTI planners should recognize that the institute cannot do everything. The planners should make some rigorous choices in materials, activities, and outcomes, considering what the CMTI must do for its participants, for local projects, and for Teacher Corps. Such decisions will likely result in choosing to develop some basic skills, with appropriate activities and materials to support the acquisition of those skills.

THE PLANNING GROUP

Conclusion

CMTI-76 was structured around three discrete strands, curricular areas which were to be integrated in a saddle stitch design. That design intended to interweave multi-culturalism, organizational perspectives, and teaching-learning so that each depended upon the other for content, delivery, or demonstration. Members of the planning group were chosen, at least in part, because of their experience in one of the three strands, and the three principals were chosen so that they might be advocates for "their" strands. That arrangement was designed to ensure that each content area would be substantively represented in the planning process. However, it built a contradiction into the planning: "ownership" of a particular strand. Such ownership sometimes made it difficult to work with those who "owned" other strands. That contradiction sometimes resulted in planning delays and difficulty in arriving at a workable saddle stitch design. Further, it caused some confusion as to agreements which some group members felt had been made and others felt had not.

The ownership issue was further confused because of the principals' other professional roles and obligations. One was a college professor; another was a college professor with many additional consulting and writing obligations. The third was the Dean of a College of Education. While it would be counter-productive (if not totally impossible) to exclude people with other obligations from the CMTI, there were many problems associated with the principals' dual roles. Not the least of these problems is the conflict which emerges when CMTI personnel must attend to their regular obligations at times when the institute requires their full energies.

Recommendation

The CMTI-77 planning group should be made up of individuals who can form a team in which they do not advocate one content area over another. Just as the CMTI curriculum should form a unified offering which deemphasizes strands, the planning (and instructional) group should avoid advocating one content area over others. The planners clearly should have expertise in at least one substantive area -- and should be strong leaders -- but they should be willing to sacrifice their ownership in that area for the sake of a holistic CMTI curriculum.

The administrative leader should have experience with and understanding of the CMTI curricular areas. The Design Team principals may be expected to have other commitments and obligations, since the CMTI is not an on-going project. However, their commitment to the CMTI during its planning and implementation stages should be such that they are able to devote appropriate segments of time to CMTI tasks. Finally, this group should have clear understandings of the decisions it is making, and should concur that design and other decisions have been made and that they will be systemmatically and thoroughly adhered to throughout the life of the institute.

CMTI STAFFING

Conclusion

The CMTI-76 staff was made up of a diverse and highly qualified group of professionals who worked hard to make the institute a success. There were roughly proportional numbers of ethnic minorities and women among the staff. Although no Asian Americans were represented on the staff, it did represent a rich cultural-ethnic mix. The total instructional staff was selected at the same time, and then pooled; the Cluster Leaders were chosen from that pool, and were trained together with other instructors. By and large, each staff member was strongest in one strand area. Each cluster was made up of three instructors and one Cluster Leader, and attempts were made to build clusters which were balanced in substance, ethnicity, geography, and work settings (i.e. public schools, teacher organizations, universities).

Collaboration within cluster staffs was especially encouraged, with only passing attempts made at cross-cluster collaboration. Instructional staff members were given only brief and incidental orientation to Teacher Corps, the CMTI, and its history. There was a two-day staff orientation session in June, with actual staff training offered the week before the start of the institute.

Recommendation

CMTI planners should continue to recruit and select staff members who are highly qualified and who represent the various subject matter areas of the CMTI curriculum. Likewise, members of both sexes and many ethnic groups should serve on the institute staff. In the future, Cluster Leaders should be selected before other staff members and should be involved (at the least) in the final planning stages.

Again, instructional clusters should be balanced for all relevant variables. They should, however, be smaller and number around thirty participants, with three staff members assigned to each cluster. That cluster size will ease problems of operation and logistics. Collaboration both within and across clusters should be intrinsic to the CMTI design in order to ensure cross-cluster congruence in meeting objectives.

Collaborative planning should also be encouraged across clusters, with Cluster Leaders sharing both their successes and their problems.

Finally, staff training should begin with an orientation session, be followed by a period during which staff members will have time to read CMTI materials, and conclude with an intensive training period just before the start of the CMTI. The initial orientation should include discussion of the Teacher Corps Program, its various projects and their operations, and the CMTI and its history and purposes.

THE INSTITUTE REVIEW AND ADVISORY PANEL

Conclusion

The IRAP for CMTI-76 was an effective and helpful group. Its members were effectively briefed on their role and the CMTI's purposes, and they worked hard to make all appropriate contributions to its success. The group represented university, public school, community, and teacher organization groups. The panel also included an Intern and a Team Leader who had attended CMTI-75. IRAP was instrumental in keeping the Design Team on task; the institute designers were always conscious that their work would be reviewed and were especially conscientious in meeting their IRAP briefing deadlines. Additionally, the group provided many helpful suggestions to the Design Team.

Recommendation

The CMTI-77 advisory group should be structured and should function much like its predecessor, providing the same kinds of milestones and review points which were offered roughly each month in 1976. Additionally, the group's function as a source of ideas, materials, and viewpoints should continue. Again, the group should be drawn from a variety of contexts in which the Teacher Corps operates.

CONCLUSION

Like G. Thomas Fox, this author can offer one general CMTI recommendation: "Do it again." As was the case in 1976, it may be expected that CMTI-77 will learn from the past; improvements in planning, design, and operations will not so much be a matter of course as the result of a deliberate effort to improve an extremely important educational endeavor.

As such an endeavor, the CMTI may be expected to continue as a model for both pre-service and in-service training of teachers for low-income and other underserved areas. The goals of the Teacher Corps are clearly important to the children and communities the program is intended to serve. Equally important, the program is a pioneer in a profession which faces many challenges. Its continued success in activities such as the CMTI is not only an encouraging sign, but also a mandate for others who seek to change the face of American education.

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APPENDIX A

CMTI DESIGN TEAM MEMBERS

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APPENDIX B

INSTITUTE REVIEW AND ADVISORY PANEL

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APPENDIX C

THE TEACHER CORPS TRAINING SESSION*

The overall purpose of the 3-week session is to help participants become more aware of major characteristics of organizations, multicultural aspects and influences, the community role, and teaching/learning theory. The institute will stress the interdependence among these particular strands that constitute or influence the educational system and the roles of teachers in this process.

The school as an organization. People define organizations in different ways. For the purposes of this session, an organization is defined as a deliberately created association of people who share some goals and who relate to one another in known, prescribed ways.

Usually, organizations are formed to serve specified functions for part or all of society. They are intended to have greater efficiency and promote more coordination than individuals alone can achieve. However, organizations vary greatly in their effectiveness and also in their goals, their forms of control, their members, the beneficiaries of their services or products, etc. Some have become highly developed; other remain simple.

Within this strand, a variety of perspectives on organizations will be explored, among them the following: social-systems approaches; organizational-behavior approaches (including those that stress structure as well as those that stress human relations); and organization-community approaches (including a consideration of the influence of national networks of organizations).

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*Design Team Planning Document

A comparative view will be taken in which a variety of school types are examined in relation to other organizations. The major emphasis with the strand of organizational theory will be the concept of the school as an organization. The unique characteristics of the school will be examined in an attempt to define and clarify roles, interactions, and structures that are divergent or convergent with other organizations.

Unfortunately, teachers have had almost no formal training in the complexities of life in organizations. And yet, perhaps more than many other professionals, they must deal with numerous organizations in the practice of their profession. In addition, they must function effectively as members of several key organizations -- the school, the school system, and the teacher organization. Moreover, if a teacher had any aspirations to change or improve the school organization, being able to analyze how it works can assist him or her immeasurably in influencing its direction, purpose, and procedures. At the same time, some study and reflection will make it clear that the process of organizational change is complex -- so complex that normally a given individual plays a relatively modest, though important, part in improving organizations.

The multi-cultural aspect of the institute will focus on the strengths inherent in culturally diverse groups. Through investigation and interaction, participants will develop the ability to accept, cope with, and profit from cultural diversity. Institute participants will represent a cross-section of cultures, each bringing particular needs and perspectives to group interaction, learning, and socialization.

The teaching/learning theory strand of the institute will examine the variety, styles and strategies of teaching. Each participant will gain skills in observing and analyzing the teaching/learning process, examining the effects of alternative learning environments, and determine with which among the possible options present they are most comfortable.

Three families of teaching/learning models will form the basis for instruction. Each participant will become familiar with at least three models from among eight specific strategies of teaching. In the process of this instruction, each participant will have several opportunities to teach, to observe, and to get feedback on his/her classroom behavior. Learning will take place through lectures, demonstrations, readings, peer teaching, video-tape feedback and demonstrations planned and conducted by the participant. Team leaders will be given additional training to ensure carry through in the "back home" project.

The community strand of the institute will provide an opportunity to analyze the functioning community as a powerful resource and influence. Activities will stress the school's role in the sharing of power among community groups. Skills in describing and accessing the community will be developed in an attempt to help participants work with their "home" communities.

The institute consisting of four strands of organization, teaching/learning, multi-cultural aspects and community, will offer the participants a wide variety of experiences. These four strands will not be dealt with in isolation from each other, but related in a manner that enables participants to integrate the experiences gained and put them to optimum use in their own community and projects.

Instructional Mode

The tone and style of the instructional process has received special attention in the planning and design of the four instructional strands. Staff are being selected to assure competence both in some phase of content and in teaching. Staff involvement in the planning of the session will begin to assure their input in determining both the substance and the nature of the instructional process. Staff will participate in a one-week training session in July.

The mode and tone of instruction can be characterized by ten assertions:

1. Instructional use of staff as a team. The interns and team leaders will be organized into basic instructional groups (clusters) with 4 staff members for each cluster. Grouping will mix Teacher Corps site teams within the clusters to get the diversity that a national composite of interns and team leaders makes possible; however, there will be other groupings, depending on the activity.
2. Instruction will give attention to the needs and interests of interns and team leaders. The background, experience and qualifications of team leaders and interns will be surveyed after

interns and team leaders are selected. Collective and individual data will be used by staff in grouping and planning for instruction.

3. Instruction will make purposes public. Staff, interns, and team leaders will receive statements of training purposes, the means by which they might be achieved, and indicators for how they might be evaluated.

4. Instruction will provide for intensive involvement of participants. Special effort has been made to develop case studies, papers, demonstration vignettes, peer teaching techniques, and selected readings and abstracts as well as to find existing case studies and films that are particularly suited to people who are college graduates or inservice teachers -- with emphasis on learning to work with the disadvantaged. Small group discussion in case and film analysis and diagnosis is planned to give every participant an active part in establishing a rationale, making choices and decisions, and testing principles and theories inherent in the four institute strands.

5. Instruction will capitalize on the temporary society created by the group itself. Principles and characteristics of the group, as illustrated in its governance and its social and work problems, will be used for analysis and diagnosis.

6. Instruction will deal with process problems and skills as part of instruction. How and why people behave in certain ways in an organization is part of the learning process. As appropriate,

participants will use illustrations of their own behavior to analyze why particular progress or achievement by a group is or is not made. All staff have skills in such analysis and teaching, with a few staff (on call for any group) who have particular specializations in each or several of the instructional strands.

7. Instruction will engage participants directly with problems of analysis, diagnosis, and choice. In part, this point reiterates #4 and #5. In addition, participants will have staff and speakers to interrogate, discussion and field experiences using peer teaching techniques, role-playing situations, and other experiences; in all of these activities, the charge is to deal directly and personally with how effectively one can work through a problem in a logical, rational, effective way.

8. Instruction will provide variety in types of activities. Engaging the interest of nearly 400 people is no easy task, particularly when they are practically sequestered. Variety in activities (for example, case-study, film, and video-tape analysis; peer teaching and demonstrations; and independent study opportunities with selected readings, films, or filmstrips), which will be properly orchestrated for action in groups of various sizes, should enrich life in Tallahassee. Some attention will also be given to extracurricular activities in related sessions using music, art, drama, etc. for recreation.

9. Instruction will provide close guidance, monitoring, and evaluation of interns. The staff-intern ratio makes possible some

one-to-one contact -- a chance to discuss how purposes fit a particular individual and an opportunity to negotiate some modifications when the fit is not very good.

10. Instruction will respect the status of team leaders vis-a-vis interns. Although all participants (and staff as well) will be learners, each classification of participant presumably has a different status based on competence, experience, and power position. Team leaders have a place in this hierarchy, and it will be recognized and respected.

Operating Principles

1. It is important for Teacher Corps interns and team leaders to understand the scope and interactions of multi-cultural influences, learning theory and the community. In addition to providing a broader perspective consistent with the "liberal arts" tradition, such understanding will provide a general knowledge base on which interns and team leaders can draw to interpret and anticipate experiences throughout the training period (and beyond). The overall objective is not to prepare experts, but to offer experiences that will make interns and team leaders more sensitive to the dimensions of the school as an organization, the cultural characteristics thereof and the teaching and learning that takes place within it.

2. The three-week session will not duplicate or replace training that can better be done at the local site. It will instead capitalize on:
    a. the presence of interns and team leaders in one place, bringing ethnic and national diversity;
    b. the opportunity to attract competent staff and other experts to that place;
    c. the opportunity to have both interns and team leaders participate in some of the same sessions;
    d. the opportunity to use a temporary organization (constituted by interns, team leaders, and staff) to illustrate principles and problems.
3. The three-week session has been developed with the advice of Teacher Corps directors nationwide. In addition, an advisory group of Teacher Corps personnel has been convened to provide input and to critique plans as they are developed.
4. A governance and communications system among interns, team leaders, and staff will be established as part of the session to provide feedback on planned activities.
5. For some instructional experiences, site teams will be broken up to capitalize on the diversity of the national population of Corps members. At other times, experiences will bring site teams together. In the various sessions, participants will meet Corps members from other programs; such acquaintances may

serve as a basis for a long-term informal network among participants in different parts of the country.

6. Consideration will be given to ways of introducing site teams to their home systems that will best capitalize on the training.
7. The stated purposes of the training session will be considered in relation to the individual participant's current knowledge, and training will be geared as much as possible to the level of sophistication, interest, and background of each individual. Instructional options will be available.
8. The interns and team leaders are assumed to be mature people who can deal with complex concepts, but who have had very little training in each of the four strands. Some existing materials will be appropriate for them, but other materials are being specially developed.
9. Assessment of intern and team leader achievement (in terms of stated purposes) will be an ongoing activity. Training goals have been made public.
10. The planned activities will provide ample opportunities for (a) independent reading and reflection and (b) the application of abstract knowledge to analysis and interpretation of simulated situations, case descriptions, and other forms of problem-solving.

APPENDIX D

CMTI FACT SHEET*

Teacher Corps
Corpsmember Training Institute

Director's Meeting
Washington Hilton

June 10, 11, 1976

Dr. Floyd T. Waterman
Director, CMTI
402/554-2773

The University of Nebraska at Omaha
Center for Urban Education
3805 North 16th Street
Omaha, Nebraska 68110

WHAT IS IT?	CMTI - Corpsmember Training Institute is a three week graduate program designed to help interns and team leaders to understand the nature of organizations and communities as well as teaching and learning strategies in a multi-cultural setting.
WHO ATTENDS?	All interns of 11th cycle Teacher Corps projects as well as all team leaders.
WHEN WILL IT BE?	Participants arrive on Saturday, July 31 with instruction beginning on Sunday, August 1 thru August 20. All participants will depart on Saturday, August 21, 1976.
WHERE WILL IT BE?	CMTI will be held on the campus of Florida State University in the Developmental Research School (DRS) with housing for staff and participants in two private dormitories located not far from the campus of FSU.
WHO PAYS FOR WHAT?	All graduate instructional costs for CMTI are part of the budget for CMTI in the UNO (University of Nebraska at Omaha) contract. Intern stipends and team leader salaries are paid by the local Teacher Corps projects. Housing and meals in Tallahassee as well as all travel costs will be paid by CMTI.

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*Administrative document.

HOW DO PARTICIPANTS TRAVEL?	All participants will fly into Tallahassee where they will be met at the airport, receive their keys and dorms will be assigned before participants leave home so they may code their luggage with a marker; airlines will sort luggage by dormitory groups.
MAKING RESERVATIONS:	All reservations will be handled through Bock Omaha Travel Agency and through UNO's Center for Urban Education. Mr. Robert Taylor or someone working with him (number above) will call the project director with a proposed airline schedule for the five participants from each project (team leader and four interns). All travel will be in tourist accommodations and by PRE-PAID ticket.
WHEN WE CALL YOU ABOUT RESERVATIONS:	As you are called, you need to supply the name and local phone number and (1) whether each person is willing to share a room (2 persons per room) with an individual from a project other than your own; (2) if your team leader would like to room with a team leader from another project please inform us of that fact when we call about airline reservations. (3) If corpsmembers do not wish to share rooms from another project, please tell us which two interns wish to share a room; (4) If you have a married intern couple, please advise us. However, we do not have provisions for corpsmember children.
NOTE ON PREPAIDS:	All airline tickets will be from project site and return from Tallahassee to project site with no stop-overs allowed. The PRE-PAID TICKETS cannot be refunded, or routes altered. CMTI participants who wish to return from Tallahassee to other than project site, must make their own reservations, surrender our prepaid ticket, submit appropriate forms to UNO for reimbursement (limited to amount of normal round trip site/Tallahassee).

WE MUST KNOW WHEN YOU ARE ARRIVING:

It is important that CMTI be notified about delays in flights and if any changes have been made since it influences the meeting procedures and the assignment of dorm keys to be done at the Tallahassee airport. We shall begin calling for reservations within a few days and we hope you can cooperate by having available the information we require. Please DO NOT make reservations yourself because Bock Omaha Travel agency cannot honor reservations made by others.

RECRUITMENT AND TECHNICAL RESOURCE CENTERS

A representative of one of the three RTR centers will make contact with you and request the following (1) that you supply the RTR center with an official Teacher Corps application for each intern and one for your team leader (mark top of intern application "Team Leader"). The Teacher Corps application does not ask for social security numbers but we require it, so please add that number to the application; (2) that you immediately advise all interns and your team leader to have his or her undergraduate institution send directly from that institution an official transcript to Dr. James W. Selee at the Center for Urban Education, UNO: (3) that you supply your RTR Center with a UNO graduate application for all interns and your team leader; and (4) that you supply the RTR center with the CMTI Medical Emergency form that we must have before the participants arrive in Tallahassee.

If you have interns with physical handicaps (e.g. blind, deaf, etc.) we ask that you immediately notify Dr. Waterman so he can advise the instructional staff with the appropriate information.

GRADUATE CREDIT:

All participants will be registered with the graduate college, The University of Nebraska at Omaha. Transcrips will automatically be sent each project this Autumn. The institute will be one course offered through the Department of Educational Foundations. The course number, title and abbreviated transcript legend are as follows: FED 800 "Organizations/Teaching and Learning" and the computerized legend on the transcripts will read: "Orgz/Tch Lrng." Three (3) graduate credits are provided for this course.

ADDRESSES FOR CMTI:

All staff and CMTI participants will be housed in one of two private dormitories. Both dorms have twenty-four hour message and telephone service. Messages will be posted or placed in mail boxes of participants. There are pay phones on each floor.

CMTI Addresses are as follows:

W.T. Cash Hall
700 North Woodward
Tallahassee, FL 32304
(904) 222-0674

Oceola Hall
500 Chapel Drive
Tallahassee, FL 32304
(904) 222-5010

After July 12th Dr. Waterman may be reached on the FSU campus at this address:
Director, CMTI
Developmental Research School
Florida State University
Tallahassee, FL 32306
(904) 644-4495

CLIMATE IN TALLAHASSEE:

Tallahassee tends to be quite hot in summer and there will be plenty of rain. All of the facilities are completely air conditioned. Light weight informal clothing will be appropriate. The dorms furnish towels, wash cloths, blankets, sheets, pillows. However, because of frequent hair drying and swimming, it would be a good idea to bring a few extra towels. Tennis shoes, swim and other sports wear should be brought along by participants.

LETTER TO FOLLOW:	Dr. Jack Gant, the Instructional Leader, will be sending to each CMTI participant a more detailed set of instructions. This is one more reason why we must have addresses and names as soon as possible.
GRADUATE INFORMATION:	In the near future, each project director will be supplied with a more detailed program dealing with the content and design of the CMTI course. This information should help directors in planning follow-up activities and in designing local Teacher Corps curriculum.

APPENDIX E

CMTI PRE-INSTITUTE CONTACTS *

1. Initial information to institute participants will be sent out during the month of July. It will contain:
   a. a brief statement of conference purposes
   b. an introduction to the Tallahassee area
   c. recommendations for clothing, toiletries, etc., to bring to conference.
   d. basic information survey form to be completed and returned by each participant
   e. individual site task assignment to CMTI participants
      - data collection on site community
      - demographic data on school and school district
      - newspaper subscription
      - telephone directory
      - when they arrive
      - reflection upon how they have learned
      - knowledge about their project -- thrust, program, personnel and expectations
2. Follow-up material will be sent the month of July. It will consist of:
   a. a more detailed analysis of institute purposes
   b. recommendations for reading in each of the four "strand" areas of the institute

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*Design Team Document.

c. airport arrival procedures

d. luggage tags to hang on each piece of luggage

e. room assignments

Packing Suggestions

Tallahassee is hot and humid in the summer. As the CMTI sessions will be informal, casual clothes such as t-shirts, jeans and cut-offs are fine. Some type of raincoat, poncho, or umbrella is advisable.

Don't worry about towels, sheets, blankets or pillows -- they will be provided.

Swimmers and hair washers may want to bring extra towels.

Other suggested items to pack are:

bathing suit (for both pool & beach)
suntan lotion
beach towel
tennis racket
toiletries
one or two outfits for a night out on the town

Note: You don't have to pack your whole closet -- laundry facilities will be available.

Accommodations

You will be staying on campus in air-conditioned, carpeted two-room suites with bath. Linen service (sheets, pillow cases, washcloths and towels) will be provided. Coin operated washers and dryers are available. Recreational facilities include:

- swimming pool
- ping pong
- billiards
- color T.V.
- sauna baths
- arts & crafts rooms

CMTI

Airport Arrival Procedures

1. CMTI Participants will be sent a letter outlining arrival procedures.
2. Participants will be issued CMTI luggage tags to attach to luggage for easy identification upon arrival at the Tallahassee Airport.
3. A CMTI table will be set up in the Tallahassee Municipal Airport.
4. CMTI staff will man the table for all arriving flights.
5. Arriving participants will be given name tags at the CMTI table and assigned to buses based on housing location.
6. Porters will be available to collect CMTI-tagged luggage and transfer to bus loading site.
7. Each bus trip will have a small CMTI staff on board to answer questions and provide a brief introduction to institute and

housing procedures. CMTI staff will assist in the transfer of luggage from the bus to the assigned rooms.

CMTI

Housing Site

1. Each participant, upon arrival at housing site, will check in at CMTI table. Room keys and an outline of the day's activities will be distributed at this point.
2. A directory of all participants, their room assignment and phone numbers will be given to each participant. This directory will also include CMTI staff phone numbers.
3. Individual message boxes are available in each dorm for CMTI participants.
4. Intercom connections are available to all rooms.
5. Meal tickets will be in the arrival/survival kit given to participants upon their arrival.
6. Participants will be housed in two private dormatories on the edge of the Florida State University campus. They will be housed two to a room and four to a bath. Breakfast and dinner will be eaten at the dorm. Lunch will be served at the institute site. Interns will be notified of their dorm assignment prior to departure from their project site.

Saturday Excursions available at Participant's Expense

Disney World:

Option I.

A package plan for Disney World includes: Bus transportation, overnight motel accommodations (double occupancy), an admission ticket and Theme Park attractions coupons ($8.30 value). Based on 42 per bus @ $35.00 per person.

Option II. (1 day)

Transportation only. Leave Tallahassee at 8:00 a.m. and arrive at Disney World at 1:00 p.m. Depart Disney World at 9:30 p.m. and arrive in Tallahassee at 2:30 a.m. 43 persons per bus @ $12.63 per person.

Panama City Beach: (1 day)

Leave Tallahassee at 8:00 a.m. and return to Tallahassee at 9:00 p.m. 43 persons per bus @ $4.96 per person.

Ichetucknee Springs: (1 day)

Leave Tallahassee at 8:00 a.m. and return to Tallahassee at 7:00 p.m. 43 persons per bus @ $5.73 per person.

FSU Reservation: (1 day)

Leave FSU at 9:00 a.m. and return to FSU at 5:00 p.m. 43 persons per bus @ $3.70 per person.

APPENDIX F

THE CMTI SCHEDULE

THEME: THE INDIVIDUAL

WEEK 1	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30		CMTI Intro	"Bridge"	Interns		
9:00		Cultural Diversity Speaker: Delores Cross	Debriefing -2 Cultures -Conflict -Power -Norms & Exp.	Intr. to Pers. TL Model Inst.	Model Instruction in 3 Modes	Discussion Simulation
10:00		Multi-Cultural Perspectives -Self -Self in Cult - Awareness		Family		Peer Teach
11:00			Group Behavior & Enabling Skills	T-L Decisions WHICH MODEL WHICH MODE		
12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	Start up: Cluster & Community Entry	T-L Perspectives -Families -Models -Options for 1	Coping & Adaptive Behavior	Cultural Socialization and Stereotyping	Peer Teach Planning	Peer Teach
2:00					Team Leaders Peer Teach	
3:00		Bill Smith Presentation	TEAM LEADERS INTRODUCTION TO PERSONALISTIC		Org. & Cult. Debrief	Week in Review
4:00		5:00				
7:00	Characteristics of Organizations	Prep. for Film "Bridge on River Kwai"		Organizational Behavior	Simulation e.g. BA FA	

NOTE: Design Team Document.

THEME: THE SCHOOL

WEEK 2	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30		Lecture: Current Approaches to the Study of Schools Organizations	Multi-Cultural Influences on & Aspects of the Curriculum	Interns TL		JAMES BANKS
9:00				Intro. to Info. Model	Model Instruction in 3 Modes	DEBRIEF
10:00		Roles in CMTI and Role-Goal Conflicts		Proc. Inst.		
11:00				T-L Decisions WHICH MODEL WHICH MODE		PEER TEACH
12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00		Analysis of Organizational Effectiveness and Resource Use	Constraints Across Cultural Lines	Decision Analysis and Conflict Analysis	Peer Teach Planning	PEER TEACH
2:00					Team Leader Peer Teach	
3:00			TEAM LEADERS INTRODUCTION TO INFORMATION PROCESSING		Organizational/ Multi-Cultural Debriefing	Multi-Cultural/ Organization/ Teaching-Learning in Review
4:00		5:00				
7:00	CMTI as a Task Environment	Power and Influence		Film	M/C CURRICULUM & MATERIALS Speaker: JAMES BANKS	

NOTE: Surveys for the purpose of documentation will take place each week.

THEME: THE COMMUNITY

WEEK 3	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30		CMTI & Community Study: Analyses & Awareness				Temporary Systems in T.C. School
9:00			Organization, Personal, & Cultural Identity	Development of Teaching Plans in Split/Cluster	Cluster T-L Demon. with Social Interaction Family	
10:00						Cluster & Team Preparation for Entering an
11:00						
12:00		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00		Community & School Identity	Community & External Influences on Organ.		M-C/ORG/T-L Debrief over 8/18 & 19 Activities	Organization & Community CMTI Perspectives
2:00						
3:00			Team Leaders Introduction to Social Interaction			
4:00						
7:00	CMTI as a Community	Film/ Simulation		"Back home" Culture/Comm. Study	Closing a Temporary System	

NOTE: Surveys for the purpose of documentation will take place each week.